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ABSTRACT

In an effort to determine the state-of-the-art of ethnic studies in U.S. higher education, 3,038 postsecondary institutions in the United States and outlying areas were surveyed during the 1977-78 academic year. The study sought information about which schools have programs; which ethnic groups were studied; the number and nature of the courses offered; whether majors, minors, concentrations, degrees and/or certificates are offered; how long the programs have been in operation; how many students participate in the programs; which academic disciplines are represented; the nature and extent of community involvement in the programs; and the locally produced materials developed for the programs. Ethnic studies reported include: African American Studies; Hispanic American Studies; Mexican American Studies; Native American Studies; European American Studies; Asian American Studies; Jewish American Studies; Puerto Rican Studies; Slavic American Studies; Italian American Studies; Irish American Studies; Greek American Studies; and Arab American Studies. Among the results cited are the following: 439 schools provide over 99,200 students, a total of 8,805 courses on 62 ethnic groups, 316 undergraduate majors, 283 undergraduate minors, 58 graduate majors, 31 graduate minors, 94 associate's degrees, 240 bachelor's degrees, 86 master's degrees, 20 doctoral degrees, and 159 certificates; the average program has been in operation for seven years and serves 342 students, and the schools with ethnic studies programs are located in 48 states and the District of Columbia with the largest numbers in California, New York, Ohio, Pennsylvania, and Washington. It is concluded that for the United States to adequately prepare citizens for responsible participation in a complex culturally pluralistic society and a multicultural world, ethnic studies should be represented in general education. (LC)

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ETHNIC STUDIES IN THE UNITED STATES: HIGHER EDUCATION

by

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TABLE OF CONTENTS

Chapter		Page
1	Ethnic Studies in the United States: Higher Education	1
2	African American Studies	43
3	Hispanic American Studies	53
4	Mexican American Studies	63
5	Native American Studies	72
6	European American Studies	80
7	Asian American Studies	89
8	Jewish American Studies	97
9	Puerto Rican Studies	105
10	Slavic American Studies	112
11	Italian American Studies	120
12	Irish American Studies	127
13	Greek American Studies	134
14	Arab American Studies	141
15	Conclusions	148

LIST OF TABLES

Chapter 1: Ethnic Studies in the United States: Higher Education

Table		Page
1	Groups Studied	7
2	Courses Offered	10
3	Undergraduate Majors	13
4	Undergraduate Minors	15
5	Graduate Majors	17
6	Graduate Minors	19
7	Associate's Degrees	20
8	Bachelor's Degrees	22
9	Master's Degrees	24
10	Doctor's Degrees	26
11	Certificates	27
12	Length of Program	29
13	Students Participating	31
14	Disciplines Participating	33
15	Community Involvement	35
16	Geographic Distribution	36
17	Groups Studied in Multi-ethnic Courses	39

Chapter 2: African American Studies

Table		Page
1	Length of Program	45
2	Students Participating	46
3	Disciplines Participating	48
4	Community Involvement	50
5	Geographic Distribution	51

Chapter 3: Hispanic American Studies

Table		Page
1	Length of Program	55
2	Students Participating.	56
3	Disciplines Participating	58
4	Community Involvement	60
5	Geographic Distribution	61

Chapter 4: Mexican American Studies

Table		Page
1	Length of Program	64
2	Students Participating.	65
3	Disciplines Participating	67
4	Community Involvement	69
5	Geographic Distribution	70

Chapter 5: Native American Studies

Table		Page
1	Length of Program	73
2	Students Participating.	74
3	Disciplines Participating	75
4	Community Involvement	77
5	Geographic Distribution	78

Chapter 6: European American Studies

Table		Page
1	Length of Program	82
2	Students Participating.	83
3	Disciplines Participating	84

Chapter 6: European American Studies (cont'd)

Table		Page
4	Community Involvement	86
5	Geographic Distribution	87

Chapter 7: Asian American Studies

Table		Page
1	Length of Program	91
2	Students Participating.	92
3	Disciplines Participating	93
4	Community Involvement	95
5	Geographic Distribution	96

Chapter 8: Jewish American Studies

Table		Page
1	Length of Program	99
2	Students Participating.	100
3	Disciplines Participating	101
4	Community Involvement	103
5	Geographic Distribution	104

Chapter 9: Puerto Rican Studies

Table		Page
1	Length of Program	106
2	Students Participating.	107
3	Disciplines Participating	108
4	Community Involvement	110
5	Geographic Distribution	111

Chapter 10: Slavic American Studies

Table		Page
1	Length of Program	114
2	Students Participating.	115
3	Disciplines Participating	116
4	Community Involvement	118
5	Geographic Distribution	119

Chapter 11: Italian American Studies

Table		Page
1	Length of Program	121
2	Students Participating.	122
3	Disciplines Participating	123
4	Community Involvement	125
5	Geographic Distribution	126

Chapter 12: Irish American Studies

Table		Page
1	Length of Program	128
2	Students Participating.	129
3	Disciplines Participating	130
4	Community Involvement	132
5	Geographic Distribution	133

Chapter 13: Greek American Studies

Table		Page
1	Length of Program	135
2	Students Participating.	136
3	Disciplines Participating	137

Chapter 13: Greek American Studies (cont'd)

Table		Page
4	Community Involvement	139
5	Geographic Distribution	140

Chapter 14: Arab American Studies

Table		Page
1	Length of Program	142
2	Students Participating.	143
3	Disciplines Participating	144
4	Community Involvement	146
5	Geographic Distribution	147

CHAPTER 1

Ethnic Studies in the United States: Higher Education

Cultural pluralism as a guiding factor in curriculum building at higher educational institutions in the United States appears to be a recent phenomenon (Nelson, 1977). In 1975, Richard Gambino reported that 135 colleges and universities offered ethnic studies courses or programs. These programs took three principle forms: those which focused on one ethnic group; departmental programs; and programs in which ethnic studies were made an integral part of the standard courses offered (Gambino, 1975, p. 3). McConville's (1975) study of higher education institutions in the southwest revealed nearly 100 ethnic studies programs whereas Bengelsdorf's 1972 work reported that at that time there were courses or programs being offered on Asian Americans (43 schools), African Americans (266 schools with courses, 41 programs, 69 degrees), Chicanos (104 schools), Native Americans (42 schools with courses, 8 degrees), Puerto Ricans (14 schools), Finnish Americans (1 school), French Americans (6 schools), Jewish Americans (180 undergraduate and 25 advanced degree programs), Polish Americans (55 programs), Portuguese Americans (1 school), and 38 schools which offered multiethnic courses (4 major/minors, 3 degrees).

In some quarters ethnic studies is equated with minority studies (e.g. see Caselli, 1971; Clarke, 1977; Crouchett, 1978; and Record and Record, 1974) whereas others call for broadly conceptualized comparative, interdisciplinary or multidisciplinary, multiethnic approaches in the development of ethnic studies programs (Banks, 1979; Bonutti, 1975; Greene, 1978; Washburn, 1978). Pierre L. van den Berghe (1979, p. 24)

warns that:

> Ethnic studies as an adjunct of politically organized ethnic groups must almost inevitably result in extreme intellectual parochialism. Motivated by an ideology that extolls the "unique" experience of each group, and glorifying the study of each group in isolation and for its own sake, ethnic studies condemn themselves to an inability to understand the nature of inter-group relations.

Although Gambino (1975, p. 14) writes that, "Well conceived programs of ethnic studies would invite people of all ethnic backgrounds to participate at all stages of scholarship and teaching, subject solely to their qualifications as scholars, teachers or students," in their study of the articulation between ethnic studies and affirmative-action, Record and Record (1974) found that in minority studies programs ".... race or ethnicity, long denounced as a criterion, was elevated to primary importance as a requisite for employment," (p. 507) and non-academic, political criteria were used for hiring as well as maintenance of employment. They state, further, that ".... affirmative action issued from the equalitarian-integrationist-universalist tradition of the liberal establishment /whereas/ .... the new minority studies programs /especially Black studies/.... inevitably assumed a strongly separatist bent (p. 511)."

Among those who have published suggestions for the structure and content of higher education ethnic studies programs, however, the majority favor a conceptual, comparative approach which recognizes the social, cultural, political and economic complexities of a culturally pluralistic urban, industrial society as well as the organic nature of

ethnic groups, their internal diversity and stratification (Banks, 1973, 1979; Bonutti, 1975; Cortés, 1976; Gambino, 1975; Greene, 1978; Krug, 1973; Swiereng, 1971; van den Berghe, 1979; Washburn, 1978). A number also feel that student involvement in ethnic communities and community involvement in program development would be welcome features of an ethnic studies program (Banks, 1973, 1979; Cortés, 1976; Kolack, 1975; Thompson and Agocs, 1973; Washburn, 1975, 1978).

In light of these analyses of and suggestions for higher education ethnic studies programs, and in an effort to determine the "state of the art" of ethnic studies 3,038 postsecondary institutions in the United States and outlying areas were surveyed during the 1977-78 academic year. The study sought information about which schools have programs; which ethnic groups are studied; the number and nature of the courses offered (e.g. general or theoretical courses which provide conceptual orientations to ethnicity; courses which deal with methods and/or materials for teaching and/or working in settings which provide for cross cultural contact;student teaching, practica, or internships which offer actual cross cultural contact; and courses which focus on the United States' experiences of specific ethnic groups); whether majors, minors, concentrations, degrees and/or certificates are offered; how long the programs have been in operation; how many students participate in the programs; which academic disciplines are represented; the nature and extent of community involvement in the programs; and the locally produced materials developed for the programs.

METHOD

Initially a query letter was sent to the person in charge of the academic program (e.g. Academic Vice President or Dean of Academic Affairs) at each of the postsecondary institutions in the United States and outlying areas. For purposes of our survey an ethnic studies program referred to a major, minor, or concentration which focused upon racial and/or ethnic groups including religious bodies which have significance in the history of the United States. The administrator was asked to check boxes on the reverse side of the letter indicating whether his/her school offered such programs. If the answer was yes, spaces were provided for names and addresses of program directors or contact persons for each program offered by the school. This initial query was to be returned in a postage paid envelope included with the letter. An initial and up to five follow-up mailings of this query were sent to administrators who did not respond. Of the 3,038 schools queried 2,536 responses were received, 6 schools were reported to have closed, and 496 did not reply. The rate of response from the 3,038 schools, less the 6 no longer operating, was 84%. Five hundred and twenty-six schools reported that they had ethnic studies programs.

An initial and up to five follow-up questionnaires were sent to the program director or contact person for each of the programs identified. Those who had not responded to our questionnaires were contacted by phone and one additional questionnaire was sent if they agreed to complete and return it. Responses were received from 439 schools (84%) with ethnic studies programs.

The data were analyzed descriptively for each of the variables mentioned.

RESULTS

The 439 schools provide over 99,200 students (TABLE 13) a total of 8,805 (TABLE 2) courses on 62 ethnic groups (TABLE 1), 316 undergraduate majors, 283 undergraduate minors, 58 graduate majors, 31 graduate minors, 94 Associate's degrees, 240 Bachelor's degrees, 86 Master's degrees, 20 Doctor's degrees, and 159 certificates (TABLES 3-11). Two hundred and seventy-nine (64%) of these schools offer a total of 1,818 general or theoretical courses which do not focus on particular groups as such but which furnish conceptual orientations to ethnicity. One hundred and ninety-five of them (44%) have a total of 812 courses which deal with methods and/or materials for teaching and/or working across cultures. In addition 105 of these schools (24%) offer student teaching, 135 (31%) have practica, and 113 (26%) internships in settings which provide for cross cultural contact.

The average program has been in operation for seven years and serves 342 students (TABLES 12 and 13). The disciplines most frequently involved in higher education ethnic studies programs (TABLE 14) are history (375 schools, 85%), sociology (329 schools, 75%), political science (261 schools, 59%), English (240 schools, 55%), and anthropology (237 schools, 54%).

The schools with ethnic studies programs are located in 48 states and the District of Columbia (TABLE 16) with the largest numbers in California (96 schools, 22%), New York (45 schools, 10%), Ohio(23 schools, 5%), Pennsylvania (21 schools, 4.8%), and Washington (20 schools, 4.6%). By region, the Middle Atlantic, that portion of the Middle West east of the Mississippi and the Far West house the bulk of the programs. A large proportion (341 schools, 78%) report community involvement of some type in their programs (TABLE 15). The types of community involvement include:

the use of human resources in the community (262 schools, 60%), use of community resources (256 schools, 58%), interaction with community organizations (252 schools, 57%), study of the community (182 schools, 41%), community involvement in curriculum planning (93 schools, 21%), and a community based instructional program (68 schools, 15%). As well, 172 schools (39%) have produced materials for use in their programs. Many of these materials are available for loan or purchase.[1]

TABLE 1

GROUPS STUDIED

Schools with courses focusing on the group's experience in the United States

(N= 430)[a]

GROUP	NUMBER OF SCHOOLS OFFERING	PERCENTAGE
AFRICAN AMERICANS	264	61.63%
MULTIETHNIC	146	33.95%
NATIVE AMERICANS	145	33.72%
MEXICAN AMERICANS	124	28.84%
JEWISH AMERICANS	50	11.63%
JAPANESE AMERICANS	41	9.53%
PUERTO RICANS	41	9.53%
CHINESE AMERICANS	38	8.84%
SOUTH AMERICANS	30	6.98%
SPANISH AMERICANS	26	6.05%
CENTRAL AMERICANS	24	5.58%
FILIPINO AMERICANS	20	4.65%
WEST INDIAN AMERICANS	20	4.65%
RUSSIAN AMERICANS	18	4.19%
CUBAN AMERICANS	17	3.95%
GERMAN AMERICANS	16	3.72%
FRENCH AMERICANS	15	3.49%
ASIAN INDIAN AMERICANS	14	3.26%
POLISH AMERICANS	14	3.26%
ITALIAN AMERICANS	13	3.02%
IRISH AMERICANS	9	2.09%
ENGLISH AMERICANS	8	1.86%

TABLE 1 (cont'd)

GROUP	NUMBER OF SCHOOLS OFFERING	PERCENTAGE
CZECH AMERICANS	7	1.63%
GREEK AMERICANS	7	1.63%
KOREAN AMERICANS	7	1.63%
UKRAINIAN AMERICANS	7	1.63%
NORWEGIAN AMERICANS	6	1.40%
SWEDISH AMERICANS	6	1.40%
CANADIAN AMERICANS	5	1.16%
FRENCH CANADIAN AMERICANS	5	1.16%
SLOVAK AMERICANS	5	1.16%
AMISH AMERICANS	4	0.93%
CREOLES	4	0.93%
FINNISH AMERICANS	4	0.93%
PORTUGUESE AMERICANS	4	0.93%
DANISH AMERICANS	3	0.70%
HUNGARIAN AMERICANS	3	0.70%
QUAKER AMERICANS	3	0.70%
SCOTCH AMERICANS	3	0.70%
SCOTCH IRISH AMERICANS	3	0.70%
SERBIAN AMERICANS	3	0.70%
CROATIAN AMERICANS	2	0.47%
DUTCH AMERICANS	2	0.47%
EGYPTIAN AMERICANS	2	0.47%
LITHUANIAN AMERICANS	2	0.47%
MENNONITE AMERICANS	2	0.47%
MORAVIAN AMERICANS	2	0.47%

TABLE 1 (cont'd)

GROUP	NUMBER OF SCHOOLS OFFERING	PERCENTAGE
ROMANIAN AMERICANS	2	0.47%
RUTHENIAN AMERICANS	2	0.47%
SWISS AMERICANS	2	0.47%
WELSH AMERICANS	2	0.47%
ARMENIAN AMERICANS	1	0.23%
ESTONIAN AMERICANS	1	0.23%
IRAQI AMERICANS	1	0.23%
JORDANIAN AMERICANS	1	0.23%
KUWAITI AMERICANS	1	0.23%
LEBANESE AMERICANS	1	0.23%
SAUDI ARABIAN AMERICANS	1	0.23%
TURKISH AMERICANS	1	0.23%
VIETNAMESE AMERICANS	1	0.23%
YUGOSLAV AMERICANS	1	0.23%

[a]Nine (9) schools with ethnic studies programs report no specialized courses focusing on a group's experience in the United States.

TABLE 2

COURSES OFFERED

Number of courses offered which focus on the group's experience in the United States

(N= 8805)

GROUPS	NUMBER OF COURSES OFFERED	PERCENTAGE
AFRICAN AMERICANS	3326	37.79%
MEXICAN AMERICANS	1279	14.53%
NATIVE AMERICANS	1115	12.66%
MULTIETHNIC	688	7.81%
JEWISH AMERICANS	514	5.84%
PUERTO RICANS	306	3.48%
SPANISH AMERICANS	146	1.66%
CHINESE AMERICANS	133	1.51%
FRENCH AMERICANS	120	1.36%
RUSSIAN AMERICANS	115	1.31%
SOUTH AMERICANS	115	1.31%
JAPANESE AMERICANS	106	1.22%
GERMAN AMERICANS	105	1.19%
POLISH AMERICANS	104	1.18%
ITALIAN AMERICANS	69	0.78%
FILIPINO AMERICANS	64	0.73%
CENTRAL AMERICANS	57	0.65%
ASIAN INDIAN AMERICANS	46	0.52%
CUBAN AMERICANS	43	0.49%
WEST INDIAN AMERICANS	40	0.45%
CREOLES	25	0.28%

TABLE 2 (cont'd)

GROUP	NUMBER OF COURSES OFFERED	PERCENTAGE
CANADIAN AMERICANS	17	0.19%
ENGLISH AMERICANS	17	0.19%
UKRAINIAN AMERICANS	17	0.19%
EGYPTIAN AMERICANS	16	0.18%
GREEK AMERICANS	16	0.18%
IRISH AMERICANS	16	0.18%
CZECH AMERICANS	15	0.17%
LITHUANIAN AMERICANS	14	0.16%
NORWEGIAN AMERICANS	14	0.16%
SERBIAN AMERICANS	13	0.15%
FRENCH CANADIAN AMERICANS	12	0.14%
KOREAN AMERICANS	12	0.14%
PORTUGUESE AMERICANS	12	0.14%
SLOVAK AMERICANS	11	0.12%
FINNISH AMERICANS	10	0.11%
WELSH AMERICANS	10	0.11%
CROATIAN AMERICANS	8	0.09%
SWEDISH AMERICANS	7	0.08%
ROMANIAN AMERICANS	6	0.07%
AMISH AMERICANS	5	0.06%
DANISH AMERICANS	4	0.05%
DUTCH AMERICANS	4	0.05%
HUNGARIAN AMERICANS	3	0.03%
QUAKER AMERICANS	3	0.03%
SCOTCH AMERICANS	3	0.03%

TABLE 2 (cont'd)

GROUP	NUMBER OF COURSES OFFERED	PERCENTAGE
SCOTCH IRISH AMERICANS	3	0.03%
MENNONITE AMERICANS	2	0.02%
MORAVIAN AMERICANS	2	0.02%
RUTHENIAN AMERICANS	2	0.02%
SWISS AMERICANS	2	0.02%
YUGOSLAV AMERICANS	2	0.02%
ARMENIAN AMERICANS	1	0.01%
ESTONIAN AMERICANS	1	0.01%
IRAQI AMERICANS	1	0.01%
JORDANIAN AMERICANS	1	0.01%
KUWAITI AMERICANS	1	0.01%
LEBANESE AMERICANS	1	0.01%
SAUDI ARABIAN AMERICANS	1	0.01%
TURKISH AMERICANS	1	0.01%
VIETNAMESE AMERICANS	1	0.01%

TABLE 3

UNDERGRADUATE MAJORS

Number of schools offering undergraduate ethnic studies majors by ethnic group

(N= 171)

GROUP	NUMBER OF SCHOOLS OFFERING	PERCENTAGE
AFRICAN AMERICANS	99	57.89%
MEXICAN AMERICANS	39	22.81%
MULTIETHNIC	30	17.54%
NATIVE AMERICANS	29	16.96%
JEWISH AMERICANS	16	9.36%
PUERTO RICANS	13	7.60%
RUSSIAN AMERICANS	10	5.85%
SOUTH AMERICANS	10	5.85%
SPANISH AMERICANS	8	4.68%
CENTRAL AMERICANS	7	4.09%
CUBAN AMERICANS	7	4.09%
WEST INDIAN AMERICANS	6	3.51%
CHINESE AMERICANS	5	2.92%
POLISH AMERICANS	5	2.92%
JAPANESE AMERICANS	4	2.34%
ASIAN INDIAN AMERICANS	3	1.75%
FRENCH AMERICANS	3	1.75%
ITALIAN AMERICANS	3	1.75%
ENGLISH AMERICANS	2	1.17%
FILIPINO AMERICANS	2	1.17%
GERMAN AMERICANS	2	1.17%

TABLE 3 (cont'd)

GROUP	NUMBER OF SCHOOLS OFFERING	PERCENTAGE
IRISH AMERICANS	2	1.17%
CREOLES	1	0.58%
CZECH AMERICANS	1	0.58%
NORWEGIAN AMERICANS	1	0.58%
QUAKER AMERICANS	1	0.58%
SCOTCH AMERICANS	1	0.58%
SERBIAN AMERICANS	1	0.58%
SLOVAK AMERICANS	1	0.58%
SWEDISH AMERICANS	1	0.58%
SWISS AMERICANS	1	0.58%
VIETNAMESE AMERICANS	1	0.58%
YUGOSLAV AMERICANS	1	0.58%
	316 PROGRAMS	

TABLE 4

UNDERGRADUATE MINORS

Number of schools offering undergraduate ethnic studies minors by ethnic group

(N= 166)

GROUP	NUMBER OF SCHOOLS OFFERING	PERCENTAGE
AFRICAN AMERICANS	86	51.81%
NATIVE AMERICANS	47	28.31%
MEXICAN AMERICANS	29	17.47%
MULTIETHNIC	27	16.27%
JEWISH AMERICANS	11	6.63%
PUERTO RICANS	11	6.63%
RUSSIAN AMERICANS	8	4.82%
CENTRAL AMERICANS	6	3.61%
CUBAN AMERICANS	6	3.61%
SOUTH AMERICANS	6	3.61%
SPANISH AMERICANS	6	3.61%
JAPANESE AMERICANS	5	3.01%
WEST INDIAN AMERICANS	5	3.01%
FILIPINO AMERICANS	4	2.41%
ITALIAN AMERICANS	4	2.41%
CHINESE AMERICANS	3	1.81%
POLISH AMERICANS	3	1.81%
ASIAN INDIAN AMERICANS	2	1.20%
CREOLES	2	1.20%
GREEK AMERICANS	2	1.20%

TABLE 4 (cont'd)

GROUP	NUMBER OF SCHOOLS OFFERING	PERCENTAGE
CANADIAN AMERICANS	1	0.60%
ENGLISH AMERICANS	1	0.60%
FRENCH AMERICANS	1	0.60%
FRENCH CANADIAN AMERICANS	1	0.60%
GERMAN AMERICANS	1	0.60%
KOREAN AMERICANS	1	0.60%
LITHUANIAN AMERICANS	1	0.60%
PORTUGUESE AMERICANS	1	0.60%
ROMANIAN AMERICANS	1	0.60%
VIETNAMESE AMERICANS	1	0.60%
	283 PROGRAMS	

TABLE 5

GRADUATE MAJORS

Number of schools offering graduate ethnic studies majors by ethnic groups

(N= 27)

GROUP	NUMBER OF SCHOOLS OFFERING	PERCENTAGE
AFRICAN AMERICANS	11	40.74%
JEWISH AMERICANS	7	25.93%
MULTIETHNIC	6	22.22%
MEXICAN AMERICANS	5	18.52%
NATIVE AMERICANS	2	7.41%
PUERTO RICANS	2	7.41%
RUSSIAN AMERICANS	2	7.41%
SPANISH AMERICANS	2	7.41%
WEST INDIAN AMERICANS	2	7.41%
CENTRAL AMERICANS	1	3.70%
CZECH AMERICANS	1	3.70%
ENGLISH AMERICANS	1	3.70%
FRENCH AMERICANS	1	3.70%
GERMAN AMERICANS	1	3.70%
IRISH AMERICANS	1	3.70%
ITALIAN AMERICANS	1	3.70%
JAPANESE AMERICANS	1	3.70%
NORWEGIAN AMERICANS	1	3.70%
POLISH AMERICANS	1	3.70%
QUAKER AMERICANS	1	3.70%
SERBIAN AMERICANS	1	3.70%

TABLE 5 (cont'd)

GROUP	NUMBER OF SCHOOLS OFFERING	PERCENTAGE
SCOTCH AMERICANS	1	3.70%
SLOVAK AMERICANS	1	3.70%
SOUTH AMERICANS	1	3.70%
SWEDISH AMERICANS	1	3.70%
SWISS AMERICANS	1	3.70%
VIETNAMESE AMERICANS	1	3.70%
YUGOSLAV AMERICANS	1	3.70%
	58 PROGRAMS	

TABLE 6

GRADUATE MINORS

Number of schools offering graduate ethnic studies minors by ethnic group

(N= 30)

GROUP	NUMBER OF SCHOOLS OFFERING	PERCENTAGE
AFRICAN AMERICANS	11	36.67%
MEXICAN AMERICANS	6	20.00%
NATIVE AMERICANS	6	20.00%
JEWISH AMERICANS	4	13.33%
MULTIETHNIC	2	6.67%
CENTRAL AMERICANS	1	3.33%
SPANISH AMERICANS	1	3.33%
	31 PROGRAMS	

TABLE 7

ASSOCIATE'S DEGREES

Number of schools offering Associate's Degrees in ethnic studies by ethnic group

(N= 33)

GROUP	NUMBER OF SCHOOLS OFFERING	PERCENTAGE
AFRICAN AMERICANS	22	66.67%
MEXICAN AMERICANS	19	57.58%
MULTIETHNIC	10	30.30%
NATIVE AMERICANS	10	30.30%
GERMAN AMERICANS	2	6.06%
GREEK AMERICANS	2	6.06%
IRISH AMERICANS	2	6.06%
ITALIAN AMERICANS	2	6.06%
JAPANESE AMERICANS	2	6.06%
JEWISH AMERICANS	2	6.06%
PUERTO RICANS	2	6.06%
SPANISH AMERICANS	2	6.06%
ASIAN INDIAN AMERICANS	1	3.03%
CENTRAL AMERICANS	1	3.03%
CHINESE AMERICANS	1	3.03%
DUTCH AMERICANS	1	3.03%
EGYPTIAN AMERICANS	1	3.03%
FRENCH AMERICANS	1	3.03%
IRAQI AMERICANS	1	3.03%
JORDANIAN AMERICANS	1	3.03%

TABLE 7 (cont'd)

GROUP	NUMBER OF SCHOOLS OFFERING	PERCENTAGE
KUWAITI AMERICANS	1	3.03%
LEBANESE AMERICANS	1	3.03%
POLISH AMERICANS	1	3.03%
RUSSIAN AMERICANS	1	3.03%
RUTHENIAN AMERICANS	1	3.03%
SCOTCH IRISH AMERICANS	1	3.03%
SOUTH AMERICANS	1	3.03%
UKRAINIAN AMERICANS	1	3.03%
WELSH AMERICANS	1	3.03%
	94 PROGRAMS	

TABLE 8

BACHELOR'S DEGREES

Number of schools offering Bachelor's Degrees in ethnic studies by ethnic group

(N= 150)

GROUP	NUMBER OF SCHOOLS OFFERING	PERCENTAGE
AFRICAN AMERICANS	74	49.33%
MEXICAN AMERICANS	26	17.33%
MULTIETHNIC	25	16.67%
NATIVE AMERICANS	25	16.67%
JEWISH AMERICANS	13	8.67%
PUERTO RICANS	11	7.33%
RUSSIAN AMERICANS	8	5.33%
JAPANESE AMERICANS	5	3.33%
SPANISH AMERICANS	5	3.33%
WEST INDIAN AMERICANS	5	3.33%
CHINESE AMERICANS	4	2.67%
FRENCH AMERICANS	4	2.67%
POLISH AMERICANS	4	2.67%
SOUTH AMERICANS	3	2.00%
ASIAN INDIAN AMERICANS	2	1.33%
CUBAN AMERICANS	2	1.33%
ENGLISH AMERICANS	2	1.33%
FILIPINO AMERICANS	2	1.33%
GERMAN AMERICANS	2	1.33%
ITALIAN AMERICANS	2	1.33%
SLOVAK AMERICANS	2	1.33%

TABLE 8 (cont'd)

GROUP	NUMBER OF SCHOOLS OFFERING	PERCENTAGE
CZECH AMERICANS	1	0.67%
CENTRAL AMERICANS	1	0.67%
GREEK AMERICANS	1	0.67%
IRISH AMERICANS	1	0.67%
KOREAN AMERICANS	1	0.67%
MENNONITE AMERICANS	1	0.67%
NORWEGIAN AMERICANS	1	0.67%
QUAKER AMERICANS	1	0.67%
SERBIAN AMERICANS	1	0.67%
SCOTCH AMERICANS	1	0.67%
SWEDISH AMERICANS	1	0.67%
SWISS AMERICANS	1	0.67%
VIETNAMESE AMERICANS	1	0.67%
YUGOSLAV AMERICANS	1	0.67%
	240 PROGRAMS	

TABLE 9

MASTER'S DEGREE

Number of schools offering Master's Degrees in ethnic studies by ethnic group

(N= 37)

GROUP	NUMBER OF SCHOOLS OFFERING	PERCENTAGE
MULTIETHNIC	11	29.73%
AFRICAN AMERICANS	11	29.73%
MEXICAN AMERICANS	10	27.03%
JEWISH AMERICANS	6	16.22%
NATIVE AMERICANS	5	13.51%
SPANISH AMERICANS	4	10.81%
JAPANESE AMERICANS	3	8.11%
PUERTO RICANS	3	8.11%
RUSSIAN AMERICANS	3	8.11%
CENTRAL AMERICANS	2	5.41%
CZECH AMERICANS	2	5.41%
ENGLISH AMERICANS	2	5.41%
FRENCH AMERICANS	2	5.41%
GERMAN AMERICANS	2	5.41%
POLISH AMERICANS	2	5.41%
SERBIAN AMERICANS	2	5.41%
SOUTH AMERICANS	2	5.41%
WEST INDIAN AMERICANS	2	5.41%
IRISH AMERICANS	1	2.70%
ITALIAN AMERICANS	1	2.70%

TABLE 9 (cont'd)

GROUP	NUMBER OF SCHOOLS OFFERING	PERCENTAGE
KOREAN AMERICANS	1	2.70%
NORWEGIAN AMERICANS	1	2.70%
QUAKER AMERICANS	1	2.70%
SCOTCH AMERICANS	1	2.70%
SLOVAK AMERICANS	1	2.70%
SWEDISH AMERICANS	1	2.70%
SWISS AMERICANS	1	2.70%
UKRAINIAN AMERICANS	1	2.70%
VIETNAMESE AMERICANS	1	2.70%
YUGOSLAV AMERICANS	1	2.70%
	86 PROGRAMS	

TABLE 10

DOCTOR'S DEGREES

Number of school's offering Doctor's Degrees in ethnic studies by ethnic group

(N= 11)

GROUP	NUMBER OF SCHOOLS OFFERING	PERCENTAGE
AFRICAN AMERICANS	5	45.45%
MULTIETHNIC	4	36.36%
JEWISH AMERICANS	4	36.36%
PUERTO RICANS	2	18.18%
ITALIAN AMERICANS	1	9.09%
JAPANESE AMERICANS	1	9.09%
KOREAN AMERICANS	1	9.09%
MEXICAN AMERICANS	1	9.09%
NATIVE AMERICANS	1	9.09%
	20 PROGRAMS	

TABLE 11

CERTIFICATES

Number of schools offering certificates in ethnic studies by ethnic group

(N= 72)

GROUP	NUMBER OF SCHOOLS OFFERING	PERCENTAGE
AFRICAN AMERICANS	33	45.83%
MULTIETHNIC	20	27.78%
NATIVE AMERICANS	19	26.39%
MEXICAN AMERICANS	15	20.83%
JEWISH AMERICANS	10	13.89%
CHINESE AMERICANS	6	8.33%
JAPANESE AMERICANS	6	8.33%
FILIPINO AMERICANS	5	6.94%
PUERTO RICANS	5	6.94%
ASIAN INDIAN AMERICANS	3	4.17%
CENTRAL AMERICANS	3	4.17%
ITALIAN AMERICANS	3	4.17%
POLISH AMERICANS	3	4.17%
RUSSIAN AMERICANS	3	4.17%
CUBAN AMERICANS	2	2.78%
FRENCH CANADIAN AMERICANS	2	2.78%
GERMAN AMERICANS	2	2.78%
SOUTH AMERICANS	2	2.78%
SPANISH AMERICANS	2	2.78%
CANADIAN AMERICANS	1	1.39%
CREOLES	1	1.39%

TABLE 11 (cont'd)

GROUP	NUMBER OF SCHOOLS OFFERING	PERCENTAGE
CZECH AMERICANS	1	1.39%
ENGLISH AMERICANS	1	1.39%
FRENCH AMERICANS	1	1.39%
GREEK AMERICANS	1	1.39%
HUNGARIAN AMERICANS	1	1.39%
IRISH AMERICANS	1	1.39%
KOREAN AMERICANS	1	1.39%
LIBYAN AMERICANS	1	1.39%
NORWEGIAN AMERICANS	1	1.39%
ROMANIAN AMERICANS	1	1.39%
SLOVAK AMERICANS	1	1.39%
UKRAINIAN AMERICANS	1	1.39%
WEST INDIAN AMERICANS	1	1.39%
	159 PROGRAMS	

TABLE 12

LENGTH OF PROGRAM

Number of years programs have been in operation

(N= 439 schools)

NUMBER OF YEARS	NUMBER OF SCHOOLS (ABSOLUTE FREQUENCY)	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
LESS THAN ONE	3	0.7	0.9	0.9
1	15	3.4	4.5	5.4
2	28	6.4	8.4	13.9
3	20	4.6	6.0	19.9
4	35	8.0	10.5	30.4
5	37	8.4	11.1	41.6
6	42	9.6	12.7	54.2
7	48	10.9	14.5	68.7
8	43	9.8	13.0	81.6
9	31	7.1	9.3	91.0
10	14	3.2	4.2	95.2
11	3	0.7	0.9	96.1
12	2	0.5	0.6	96.7
16	1	0.2	0.3	97.0
20	1	0.2	0.3	97.3
21	1	0.2	0.3	97.6
30	4	0.9	1.2	98.8
31	1	0.2	0.3	99.1
60	1	0.2	0.3	99.4

TABLE 12 (cont'd)

NUMBER OF YEARS	NUMBER OF SCHOOLS (ABSOLUTE FREQUENCY)	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
82	1	0.2	0.3	99.7
83	1	0.2	0.3	100.0
NO RESPONSE	107	24.4	MISSING	100.0
TOTAL	439	100.0	100.0	100.0

M= 6.919 Md= 6.167 Mo= 7 SD= 7.763

TABLE 13

STUDENTS PARTICIPATING

Number of students participating in programs per year

(N= 439 schools)

NUMBER OF STUDENTS	NUMBER OF SCHOOLS (ABSOLUTE FREQUENCY)	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
1-50	78	17.8	26.9	26.9
51-100	35	8.0	12.1	39.0
101-150	24	5.5	8.3	47.2
151-200	27	6.2	9.3	56.6
201-250	18	4.1	6.2	62.8
251-300	16	3.6	5.5	68.3
301-350	9	2.1	3.1	71.4
351-400	17	3.9	5.9	77.2
401-450	3	0.7	1.0	78.3
451-500	11	2.5	3.8	82.1
501-550	5	1.1	1.7	83.8
551-600	6	1.4	2.1	85.9
601-650	2	0.5	0.7	86.6
651-700	4	0.9	1.4	87.9
701-750	4	0.9	1.4	89.3
751-800	1	0.2	0.3	89.7
801-850	1	0.2	0.3	90.0
851-900	1	0.2	0.3	90.3
901-950	1	0.2	0.3	90.7
951-1000	5	1.1	1.7	92.4

TABLE 13 (cont'd)

NUMBER OF STUDENTS	NUMBER OF SCHOOLS (ABSOLUTE FREQUENCY)	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
1051-1100	1	0.2	0.3	92.8
1151-1200	4	0.9	1.4	94.1
1351-1400	1	0.2	0.3	94.5
1451-1500	4	0.9	1.4	95.9
1501-1600	3	0.7	1.0	96.9
1701-1800	1	0.2	0.3	97.2
1901-2000	4	0.9	1.4	98.6
2001-9000	4	0.9	1.4	100.0
NO RESPONSE	149	33.9	MISSING	100.0
	439	100.0	100.0	100.0

M= 342.069 Md= 188.375 Mo= 200 SD = 481.038

TABLE 14

DISCIPLINES PARTICIPATING

Frequency with which academic disciplines are involved in ethnic studies programs

(N= 439 schools)

DISCIPLINES PARTICIPATING	NUMBER OF SCHOOLS	% OF FREQUENCY OF INVOLVEMENT
HISTORY	375	85.42%
SOCIOLOGY	329	74.94%
POLITICAL SCIENCE	261	59.45%
ENGLISH	240	54.67%
ANTHROPOLOGY	237	53.99%
FOREIGN LANGUAGES	204	46.47%
EDUCATION	194	44.19%
MUSIC	193	43.96%
ART	188	42.82%
PSYCHOLOGY	146	33.26%
ECONOMICS	139	31.66%
RELIGION	138	31.04%
PHILOSOPHY	117	26.65%
THEATER (DRAMA)	112	25.51%
LINGUISTICS	110	25.06%
FOLKLORE	105	23.92%
URBAN STUDIES	102	23.23%
GEOGRAPHY	97	22.10%
AMERICAN STUDIES	86	19.59%
DANCE	74	16.86%
SOCIAL PSYCHOLOGY	69	15.72%

TABLE 14 (cont'd)

DISCIPLINES PARTICIPATING	NUMBER OF SCHOOLS	% OF FREQUENCY OF INVOLVEMENT
ETHNOLOGY	68	15.49%
SOCIAL WORK	56	12.76%
PHYSICAL EDUCATION	20	4.56%
HOME ECONOMICS	16	3.64%

TABLE 15

COMMUNITY INVOLVEMENT

Number of schools with community involvement

in their ethnic studies programs by type

(N= 439)

TYPE OF COMMUNITY INVOLVEMENT	NUMBER OF SCHOOLS	% OF SCHOOLS
COMMUNITY INVOLVEMENT	341	77.68%
USE OF HUMAN RESOURCES IN THE COMMUNITY	262	59.68%
USE OF COMMUNITY RESOURCES	256	58.31%
INTERACTION WITH COMMUNITY ORGANIZATIONS	252	57.40%
STUDY OF THE COMMUNITY	182	41.46%
COMMUNITY INVOLVEMENT IN CURRICULUM PLANNING	93	21.18%
COMMUNITY BASED INSTRUCTIONAL PROGRAM	68	15.49%

TABLE 16

GEOGRAPHIC DISTRIBUTION

Location of schools with ethnic studies programs by state

(N= 439)

STATE	NUMBER OF SCHOOLS	PERCENTAGE
California	96	21.87%
New York	45	10.25%
Ohio	23	5.24%
Pennsylvania	21	4.78%
Washington	20	4.56%
Illinois	17	3.87%
Wisconsin	16	3.64%
Texas	15	3.42%
Massachusetts	14	3.19%
New Jersey	12	2.73%
Colorado	11	2.51%
Michigan	10	2.28%
Minnesota	10	2.28%
Missouri	9	2.05%
North Carolina	9	2.05%
Indiana	8	1.82%
Iowa	8	1.82%
Georgia	6	1.37%
Oklahoma	6	1.37%
Arizona	5	1.14%
Hawaii	5	1.14%
Kansas	5	1.14%

TABLE 16 (cont'd)

STATE	NUMBER OF SCHOOLS	PERCENTAGE
Kentucky	5	1.14%
Montana	5	1.14%
South Dakota	5	1.14%
Maryland	4	0.91%
New Mexico	4	0.91%
Alaska	3	0.68%
Connecticut	3	0.68%
Florida	3	0.68%
Maine	3	0.68%
North Dakota	3	0.68%
Oregon	3	0.68%
Tennessee	3	0.68%
Alabama	2	0.46%
District of Columbia	2	0.46%
Louisiana	2	0.46%
Mississippi	2	0.46%
Nebraska	2	0.46%
Nevada	2	0.46%
New Hampshire	2	0.46%
Virginia	2	0.46%
West Virginia	2	0.46%
Arkansas	1	0.23%
Delaware	1	0.23%
Idaho	1	0.23%

TABLE 16 (cont'd)

STATE	NUMBER OF SCHOOLS	PERCENTAGE
South Carolina	1	0.23%
Utah	1	0.23%
Vermont	1	0.23%

TABLE 17

GROUPS STUDIED IN MULTIETHNIC COURSES

Schools with courses focusing on more than one groups' experience in the United States

(N= 146)

GROUP	NUMBER OF SCHOOLS OFFERING	ADJUSTED PERCENTAGE
AFRICAN AMERICANS	76	71.70%
NATIVE AMERICANS	63	59.43%
MEXICAN AMERICANS	54	50.94%
ASIAN AMERICANS (GENERAL)	38	35.85%
CHINESE AMERICANS	27	25.47%
JAPANESE AMERICANS	22	20.75%
JEWISH AMERICANS	22	20.75%
PUERTO RICANS	22	20.75%
ITALIAN AMERICANS	15	14.15%
FILIPINO AMERICANS	13	12.26%
IRISH AMERICANS	13	12.26%
POLISH AMERICANS	11	10.77%
GERMAN AMERICANS	8	7.55%
CUBAN AMERICANS	7	6.60%
CZECH AMERICANS	7	6.60%
SLOVAK AMERICANS	7	6.60%
EUROPEAN AMERICANS (GENERAL)	6	5.66%
GREEK AMERICANS	6	5.66%
HISPANIC AMERICANS (GENERAL)	6	5.66%
KOREAN AMERICANS	6	5.66%
UKRAINIAN AMERICANS	6	5.66%

TABLE 17 (cont'd)

GROUP	NUMBER OF SCHOOLS OFFERING	ADJUSTED PERCENTAGE
AMISH AMERICANS	5	4.72%
ASIAN INDIAN AMERICANS	5	4.72%
HUNGARIAN AMERICANS	5	4.72%
RUSSIAN AMERICANS	5	4.72%
ENGLISH AMERICANS	4	3.77%
HAWAIIAN ISLANDERS	4	3.77%
LATIN AMERICANS	4	3.77%
LITHUANIAN AMERICANS	4	3.77%
NORWEGIAN AMERICANS	4	3.77%
PORTUGUESE AMERICANS	4	3.77%
RUTHENIAN AMERICANS	4	3.77%
SERBIAN AMERICANS	4	3.77%
SWEDISH AMERICANS	4	3.77%
CANADIAN AMERICANS	3	2.83%
CARIBBEAN AMERICANS	3	2.83%
DOMINICAN AMERICANS	3	2.83%
FRENCH AMERICANS	3	2.83%
VIETNAMESE AMERICANS	3	2.83%
WELSH AMERICANS	3	2.83%
YUGOSLAV AMERICANS	3	2.83%
APPALACHIAN AMERICANS	2	1.89%
ARAB AMERICANS (GENERAL)	2	1.89%
CROATIAN AMERICANS	2	1.89%
DUTCH AMERICANS	2	1.89%
FINNISH AMERICANS	2	1.89%

TABLE 17 (cont'd)

GROUP	NUMBER OF SCHOOLS OFFERING	ADJUSTED PERCENTAGE
FRENCH CANADIAN AMERICANS	2	1.89%
HAITIAN AMERICANS	2	1.89%
LEBANESE AMERICANS	2	1.89%
MENNONITE AMERICANS	2	1.89%
MORMAN AMERICANS	2	1.89%
PACIFIC ISLANDERS	2	1.89%
POLYNESIANS	2	1.89%
ROMANIAN AMERICANS	2	1.89%
SAMOANS	2	1.89%
SCOTCH-IRISH AMERICANS	2	1.89%
SCOTCH AMERICANS	2	1.89%
SOUTHEAST ASIAN AMERICANS (GENERAL)	2	1.89%
SPANISH AMERICANS	2	1.89%
WHITE AMERICANS (GENERAL)	2	1.89%
ANGLO AMERICANS (GENERAL)	1	0.94%
ARMENIAN AMERICANS	1	0.94%
BULGARIAN AMERICANS	1	0.94%
CENTRAL AMERICANS	1	0.94%
DANISH AMERICANS	1	0.94%
EAST INDIAN AMERICANS	1	0.94%
EGYPTIAN AMERICANS	1	0.94%
ESTONIAN AMERICANS	1	0.94%
GUAMANIANS	1	0.94%
HUTTERITE AMERICANS	1	0.94%

TABLE 17 (cont'd)

GROUP	NUMBER OF SCHOOLS OFFERING	ADJUSTED PERCENTAGE
INDONESIAN AMERICANS (GENERAL)	1	0.94%
LATINO AMERICANS (GENERAL)	1	0.94%
LATVIAN AMERICANS	1	0.94%
MACEDONIAN AMERICANS	1	0.94%
MICRONESIANS	1	0.94%
MORAVIAN AMERICANS	1	0.94%
SCANDANAVIAN AMERICANS (GENERAL)	1	0.94%
SLOVENIAN AMERICANS	1	0.94%
SOUTH AMERICANS	1	0.94%
SWISS AMERICANS	1	0.94%
SYRIAN AMERICANS	1	0.94%
TURKISH AMERICANS	1	0.94%
WEST INDIAN AMERICANS	1	0.94%
NOT SPECIFIED	40	MISSING

CHAPTER 2

African American Studies

A concentration, major or minor focusing on African Americans was reported by 264 schools with ethnic studies (60.1%). These programs serve over 68,247 students a total of 3,326 courses on African Americans. In addition 176 of the schools (66.7%) offer a total of 1,141 general or theoretical courses which provide conceptual orientations to ethnicity while not necessarily focusing on the African American experience per se. One hundred and fifteen of the schools (43.6%) also have courses which deal with methods and/or materials for working in cross cultural situations. As well 69 (26.1%) have practica and 62 (23.5%) internships in settings which provide for cross cultural contact.

Undergraduate majors in African American Studies are found in 99 schools. Eighty-six have minors. There are 11 graduate majors and 11 minors. Twenty-two schools have associate's degrees in Afro-American Studies, 74 bachelor's degrees, 11 master's degrees, and 5 doctoral degrees. The average program is 6.4 years old and serves 397 students.

African American Studies tend to be multidisciplinary in nature with history (238 schools, 90.2%), sociology (218 schools, 82.6%), political science (183 schools, 69.3%), English (173 schools, 65.5%), anthropology (144 schools, 54.6%), music (137 schools, 51.9%), and art (122 schools, 46.2%), appearing most frequently.

Community involvement is a feature in programs at 193 of the schools (73.1%). One hundred and forty-two reach into the community for human resources (53.8%); 141 use community resources (53.4%); 137 interact with community organizations (51.9%); 98 study their communities (37.1%); 36 have community involvement in curriculum planning; and 35 have community based instructional programs (13.3%). Ninety-three schools (35.2%) have produced materials for use in their programs.

Afro-American Studies programs are found in 44 states and the District of Columbia. California with 53 schools (20.1%) has the largest number followed by New York (25 schools, 9.5%), Illinois (17 schools, 6.4%), Ohio (15 schools, 5.7%), Washington (13 schools, 4.9%), Pennsylvania (10 schools, 3.8%), and Massachusetts (9 schools, 3.4%).

TABLE 1

LENGTH OF PROGRAM

Number of years Afro-American Studies programs have been in operation

(N= 264 schools)

NUMBER OF YEARS	NUMBER OF SCHOOLS (ABSOLUTE FREQUENCY)	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
LESS THAN ONE	1	0.4	0.5	0.5
1	10	3.8	5.4	6.0
2	11	4.2	6.0	12.0
3	6	2.3	3.3	15.2
4	18	6.8	9.8	25.0
5	15	5.7	8.2	33.2
6	19	7.2	10.3	43.5
7	33	12.5	17.9	61.4
8	34	12.9	18.5	79.9
9	23	8.7	12.5	92.4
10	8	3.0	4.3	96.7
11	2	0.8	1.1	97.8
12	2	0.8	1.1	98.9
16	1	0.4	0.5	99.5
21	1	0.4	0.5	100.0
NO RESPONSE	80	30.3	MISSING	100.0
TOTAL	264	100.0	100.0	100.0

MEAN = 6.435
MEDIAN = 6.864

MODE = 8
SD = 2.881

TABLE 2

STUDENTS PARTICIPATING

Number of students participating in Afro-American Studies programs per year

(N= 264 schools)

NUMBER OF STUDENTS	NUMBER OF SCHOOLS (ABSOLUTE FREQUENCY)	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
1-50	33	12.5	21.6	21.6
51-100	16	6.1	10.5	32.0
101-150	14	5.3	9.2	41.2
151-200	12	4.5	7.8	49.0
201-250	9	3.4	5.9	54.9
251-300	10	3.8	6.5	61.4
301-350	5	1.9	3.3	64.7
351-400	12	4.5	7.8	72.5
401-450	3	1.1	2.0	74.5
451-500	6	2.3	3.9	78.4
501-550	3	1.1	2.0	80.4
551-600	3	1.1	2.0	82.4
601-650	2	0.8	1.3	83.7
651-700	2	0.8	1.3	85.0
701-750	2	0.8	1.3	86.3
751-800	1	0.4	0.7	86.9
801-850	1	0.4	0.7	87.6
851-900	1	0.4	0.7	88.2
951-1000	3	1.1	2.0	90.2
1051-1100	1	0.4	0.7	90.8
1151-1200	3	1.1	2.0	92.8

TABLE 2 (cont'd)

NUMBER OF STUDENTS	NUMBER OF SCHOOLS (ABSOLUTE FREQUENCY)	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
1451-1500	3	1.1	2.0	94.8
1501-1600	1	0.4	0.7	95.4
1701-1800	1	0.4	0.7	96.1
1901-2000	4	1.5	2.6	98.7
2001-9000	2	0.8	1.3	100.0
NO RESPONSE	111	42.0	MISSING	100.0
	264	100.0	100.0	100.0

MEAN = 396.765
MEDIAN = 220.

MODE = 400
SD = 498.83

TABLE 3

DISCIPLINES PARTICIPATING

Frequency with which academic disciplines are involved in Afro-American Studies programs

(N= 264 schools)

DISCIPLINES PARTICIPATING	NUMBER OF SCHOOLS	% OF FREQUENCY OF INVOLVEMENT
HISTORY	238	90.15%
SOCIOLOGY	218	82.58%
POLITICAL SCIENCE	183	69.32%
ENGLISH	173	65.53%
ANTHROPOLOGY	144	54.55%
MUSIC	137	51.89%
ART	122	46.21%
EDUCATION	109	41.29%
FOREIGN LANGUAGES	108	40.91%
PSYCHOLOGY	102	38.64%
ECONOMICS	101	38.26%
RELIGION	84	31.82%
THEATER (DRAMA)	84	31.82%
GEOGRAPHY	63	23.86%
PHILOSOPHY	62	23.48%
URBAN STUDIES	61	23.11%
FOLKLORE	57	21.59%
AMERICAN STUDIES	52	19.70%
LINGUISTICS	47	17.80%
DANCE	43	16.29%

TABLE 3 (cont'd)

DISCIPLINES PARTICIPATING	NUMBER OF SCHOOLS	% OF FREQUENCY OF INVOLVEMENT
SOCIAL PSYCHOLOGY	43	16.29%
ETHNOLOGY	33	12.50%
SOCIAL WORK	32	12.12%
PHYSICAL EDUCATION	14	5.30%
HOME ECONOMICS	10	3.79%

TABLE 4

COMMUNITY INVOLVEMENT

Number of schools with community involvement

in their Afro-American Studies programs by type

(N= 264)

TYPE OF COMMUNITY INVOLVEMENT	NUMBER OF SCHOOLS	% OF SCHOOLS
COMMUNITY INVOLVEMENT	193	73.11%
USE OF HUMAN RESOURCES	142	53.79%
USE OF COMMUNITY RESOURCES	141	53.41%
INTERACTION WITH COMMUNITY ORGANIZATIONS	137	51.89%
STUDY OF THE COMMUNITY	98	37.12%
COMMUNITY INVOLVEMENT IN CURRICULUM PLANNING	36	13.64%
COMMUNITY BASED INSTRUCTIONAL PROGRAM	35	13.26%

TABLE 5

Geographic Distribution of

African American Studies Programs

(N= 264)

STATES	NUMBER OF SCHOOLS	PERCENTAGE
CALIFORNIA	53	20.08%
NEW YORK	25	9.47%
ILLINOIS	17	6.44%
OHIO	15	5.68%
WASHINGTON	13	4.92%
PENNSYLVANIA	10	3.79%
MASSACHUSETTS	9	3.41%
COLORADO	8	3.03%
NEW JERSEY	8	3.03%
TEXAS	8	3.03%
WISCONSIN	8	3.03%
MICHIGAN	7	2.65%
GEORGIA	6	2.27%
INDIANA	6	2.27%
MISSOURI	6	2.27%
NORTH CAROLINA	6	2.27%
IOWA	5	1.89%
NEW MEXICO	4	1.52%
OKLAHOMA	4	1.52%
CONNECTICUT	3	1.14%
FLORIDA	3	1.14%
KENTUCKY	3	1.14%
MARYLAND	3	1.14%

TABLE 5 (continued)

STATES	NUMBER OF SCHOOLS	PERCENTAGE
TENNESSEE	3	1.14%
ALABAMA	2	0.76%
ARIZONA	2	0.76%
ARKANSAS	2	0.76%
DISTRICT OF COLUMBIA	2	0.76%
KANSAS	2	0.76%
LOUISIANA	2	0.76%
MINNESOTA	2	0.76%
MISSISSIPPI	2	0.76%
NEBRASKA	2	0.76%
NEVADA	2	0.76%
DELAWARE	1	0.38%
MAINE	1	0.38%
MONTANA	1	0.38%
NEW HAMPSHIRE	1	0.38%
NORTH DAKOTA	1	0.38%
OREGON	1	0.38%
SOUTH CAROLINA	1	0.38%
SOUTH DAKOTA	1	0.38%
UTAH	1	0.38%
VIRGINIA	1	0.38%
WEST VIRGINIA	1	0.38%

CHAPTER 3

Hispanic American Studies

One hundred and seventy schools (38.7%) have programs on Hispanic Americans. A total of 2335 courses focusing on the Hispanic American experience in the United States are offered. Of these, 1279 are on Mexican Americans (54.8%), 389 multiethnic (16.7%), 306 on Puerto Ricans (13.1%), 146 on Spanish Americans (6.3%), 115 on South Americans (4.9%), 57 on Central Americans (2.4%), and 43 on Cuban Americans (1.8%). Over 50,087 students are enrolled in these programs. In addition, in connection with these programs, 130 schools (76.5%) offer 870 general or theoretical ethnic studies courses and 89 schools (52.4%) provide courses which deal with methods and materials for working in cross cultural situations. Sixty-one schools (35.9%) have practica and 49 (28.8%) internships as part of their programs. The average program has been in operation 6.3 years and serves 424 students.

There are a total of 97 undergraduate majors, 39 undergraduate minors, 8 graduate majors, and 8 graduate minors offered. Thirty-three programs lead to associate's degrees, 54 to bachelor's degrees, 25 to master's degrees, and 4 to doctoral degrees. A number of schools have more than one program or degree.

Among the academic disciplines participating in Hispanic American Studies programs are history (150 schools, 88.2%), sociology (138 schools, 81.2%), political science (113 schools, 66.5%), English (108 schools, 63.5%), anthropology (101 schools, 59.4%), foreign languages (95 schools, 55.9%), and education (90 schools, 52.9%).

One hundred forty-nine of the schools (87.7%) report community involvement of some kind in their programs. Community resources are utilized by 117 schools (68.8%) while 112 (65.9%) interact with community organizations; 110 (64.7%) use human resources in the communities; 82 (48.2%) study their communities; 44 have

community involvement in curriculum planning; and 31 (18.2%) provide a community based instructional program. Seventy of the schools (41.2%) have produced materials for use in their programs.

California has the largest number of schools with programs (60 schools, 35.3%) followed by New York (17 schools, 10%), Washington (11 schools, 6.5%), Texas (10 schools, 5.9%), and Colorado (9 schools, 5.3%).

TABLE 1

LENGTH OF PROGRAM

Number of years Hispanic American Studies programs have been in operation

(N =170 schools)

NUMBER OF YEARS	NUMBER OF SCHOOLS (ABSOLUTE FREQUENCY)	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
LESS THAN ONE	1	0.6	0.8	0.8
1	3	1.8	2.3	3.1
2	7	4.1	5.3	8.4
3	9	5.3	6.9	15.3
4	15	8.8	11.5	26.7
5	13	7.6	9.9	36.6
6	20	11.8	15.3	51.9
7	23	13.5	17.6	69.5
8	19	11.2	14.5	84.0
9	13	7.6	9.9	93.9
10	4	2.4	3.1	96.9
11	1	0.6	0.8	97.7
12	1	0.6	0.8	98.5
16	1	0.6	0.8	99.2
30	1	0.6	0.8	100.0
NO RESPONSE	39	22.9	MISSING	100.0
TOTAL	170	100.0	100.0	100.0

MEAN = 6.321
MEDIAN = 6.375

MODE = 7
SD = 3.259

TABLE 2

STUDENTS PARTICIPATING

Number of students participating in Hispanic American Studies programs per year

(N= 170 schools)

NUMBER OF STUDENTS	NUMBER OF SCHOOLS (ABSOLUTE FREQUENCY)	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
1-50	27	15.9	22.9	22.9
51-100	13	7.6	11.0	33.9
101-150	5	2.9	4.2	38.1
151-200	17	10.0	14.4	52.5
201-250	3	1.8	2.5	55.1
251-300	8	4.7	6.8	61.9
301-350	3	1.8	2.5	64.4
351-400	8	4.7	6.8	71.2
401-450	2	1.2	1.7	72.9
451-500	7	4.1	5.9	78.8
501-550	3	1.8	2.5	81.4
551-600	2	1.2	1.7	83.1
601-650	1	0.6	0.8	83.9
701-750	1	0.6	0.8	84.7
751-800	1	0.6	0.8	85.6
801-850	1	0.6	0.8	86.4
901-950	1	0.6	0.8	87.3
951-1000	2	1.2	1.7	89.0
1151-1200	3	1.8	2.5	91.5
1351-1400	1	0.6	0.8	92.4
1451-1500	2	1.2	1.7	94.1

TABLE 2 (cont'd)

NUMBER OF STUDENTS	NUMBER OF SCHOOLS (ABSOLUTE FREQUENCY)	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
1501-1600	1	0.6	0.8	94.9
1901-2000	3	1.8	2.5	97.5
2001-9000	3	1.8	2.5	100.0
NO RESPONSE	52	30.6	MISSING	100.0
	170	100.0	100.0	100.0

MEAN = 424.466
MEDIAN = 202.5

MODE = 200
SD = 584.802

TABLE 3

DISCIPLINES PARTICIPATING

Frequency with which academic disciplines are involved in Hispanic American Studies programs

(N= 170 schools)

DISCIPLINES PARTICIPATING	NUMBER OF SCHOOLS	% OF FREQUENCY OF INVOLVEMENT
HISTORY	150	88.24%
SOCIOLOGY	138	81.18%
POLITICAL SCIENCE	113	66.47%
ENGLISH	108	63.53%
ANTHROPOLOGY	101	59.41%
FOREIGN LANGUAGES	95	55.88%
EDUCATION	90	52.94%
MUSIC	80	47.06%
ART	80	47.06%
PSYCHOLOGY	74	43.53%
ECONOMICS	59	34.71%
THEATER (DRAMA)	54	31.76%
LINGUISTICS	53	31.18%
PHILOSOPHY	52	30.59%
FOLKLORE	51	30.00%
URBAN STUDIES	49	28.82%
RELIGION	46	27.06%
AMERICAN STUDIES	42	24.71%
GEOGRAPHY	37	21.76%
DANCE	35	20.59%

TABLE 3 (cont'd)

DISCIPLINES PARTICIPATING	NUMBER OF SCHOOLS	% OF FREQUENCY OF INVOLVEMENT
SOCIAL PSYCHOLOGY	32	18.82%
ETHNOLOGY	28	16.47%
SOCIAL WORK	25	14.71%
PHYSICAL EDUCATION	10	5.88%
HOME ECONOMICS	9	5.29%

TABLE 4

COMMUNITY INVOLVEMENT

Number of schools with community involvement

in their Hispanic American Studies programs by type

(N= 170)

TYPE OF COMMUNITY INVOLVEMENT	NUMBER OF SCHOOLS	% OF SCHOOLS
COMMUNITY INVOLVEMENT	149	87.65%
USE OF COMMUNITY RESOURCES	117	68.82%
INTERACTION WITH COMMUNITY ORGANIZATIONS	112	65.88%
USE OF HUMAN RESOURCES	110	64.71%
STUDY OF THE COMMUNITY	82	48.24%
COMMUNITY INVOLVEMENT IN CURRICULUM PLANNING	44	25.88%
COMMUNITY BASED INSTRUCTIONAL PROGRAM	31	18.24%

TABLE 5

GEOGRAPHIC DISTRIBUTION

Geographic Distribution of

Hispanic American Studies Programs

(N= 170)

STATES	NUMBER OF SCHOOLS	PERCENTAGE
CALIFORNIA	60	35.29%
NEW YORK	17	10.00%
WASHINGTON	11	6.47%
TEXAS	10	5.88%
COLORADO	9	5.29%
PENNSYLVANIA	6	3.53%
WISCONSIN	6	3.53%
ILLINOIS	5	2.94%
NEW MEXICO	5	2.94%
INDIANA	3	1.76%
IOWA	3	1.76%
OHIO	3	1.76%
CONNECTICUT	2	1.18%
KANSAS	2	1.18%
MASSACHUSETTS	2	1.18%
MICHIGAN	2	1.18%
NEVADA	2	1.18%
NEW JERSEY	2	1.18%
NORTH CAROLINA	2	1.18%
OKLAHOMA	2	1.18%
OREGON	2	1.18%
VIRGINIA	2	1.18%

TABLE 5 (continued)

STATES	NUMBER OF SCHOOLS	PERCENTAGE
ARIZONA	1	0.59%
FLORIDA	1	0.59%
HAWAII	1	0.59%
IDAHO	1	0.59%
LOUISIANA	1	0.59%
MINNESOTA	1	0.59%
MISSISSIPPI	1	0.59%
MISSOURI	1	0.59%
NEBRASKA	1	0.59%
SOUTH DAKOTA	1	0.59%
UTAH	1	0.59%
WEST VIRGINIA	1	0.59%

CHAPTER 4

Mexican American Studies

The 124 schools with Mexican American Studies programs have been in operation for an average of 6.4 years. Over 33,745 students are enrolled, the mean student population being 407. These schools have 1279 courses on the Mexican American experience, 671 general or theoretical courses (96 schools, 77.4%), and 397 methods and/or materials courses (67 schools, 54%). Fifty schools provide practica (40.3%) and 35 internships (28.2%). There are 39 undergraduate majors and 29 minors. Five graduate majors and 6 minors are reported. Degree offerings with a focus on Mexican American Studies include 19 associate's degrees, 26 bachelor's degrees, 10 master's degrees, and 1 doctoral degree.

History is the predominate discipline (111 schools, 89.5%) among those involved in Mexican American Studies. Sociology (99 schools, 79.8%), English (82 schools, 66.1%), political science (81 schools, 65.3%), anthropology (73 schools, 58.9%), foreign languages (70 schools, 56.5%), and education (66 schools, 53.2%) also participate.

One hundred and twelve schools (90.3%) report community involvement in their programs; 91 (73.4%) use community resources; 87 (70.2%) interact with community organizations; 84 (67.4%) use human resources from their communities; 63 (50.8%) study their communities; 36 (29%) involve their communities in curriculum planning; and 23 (18.6%) have community based instructional programs. Fifty-one schools (41.1%) have developed materials locally for use in their programs.

The bulk of the programs are located in California (57 schools, 46%). Texas (10 schools, 8%), Washington (10 schools, 8%), and Colorado (8 schools, 6.5%) follow.

TABLE 1

LENGTH OF PROGRAM

Number of years Mexican American Studies programs have been in operation

(N= 124 schools)

NUMBER OF YEARS	NUMBER OF SCHOOLS (ABSOLUTE FREQUENCY)	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
1	3	2.4	3.2	3.2
2	5	4.0	5.4	8.6
3	7	5.6	7.5	16.1
4	8	6.5	8.6	24.7
5	9	7.3	9.7	34.4
6	15	12.1	16.1	50.5
7	16	12.9	17.2	67.7
8	14	11.3	15.1	82.8
9	11	8.9	11.8	94.6
10	3	2.4	3.2	97.8
11	1	0.8	1.1	98.9
30	1	0.8	1.1	100.0
NO RESPONSE	31	25.0	MISSING	100.0
TOTAL	124	100.0	100.0	100.0

MEAN = 6.398
MEDIAN = 6.467

MODE = 7.00
SD = 3.401

TABLE 2

STUDENTS PARTICIPATING

Number of students participating in Mexican American Studies programs per year

(N= 124 schools)

NUMBER OF STUDENTS	NUMBER OF SCHOOLS (ABSOLUTE FREQUENCY)	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
1-50	20	16.1	24.1	24.1
51-100	11	8.9	13.3	37.3
101-150	2	1.6	2.4	39.8
151-200	9	7.3	10.8	50.6
201-250	1	0.8	1.2	51.8
251-300	7	5.6	8.4	60.2
301-350	2	1.6	2.4	62.7
351-400	6	4.8	7.2	69.9
401-450	2	1.6	2.4	72.3
451-500	5	4.0	6.0	78.3
501-550	2	1.6	2.4	80.7
551-600	2	1.6	2.4	83.1
701-750	1	0.8	1.2	84.3
751-800	1	0.8	1.2	85.5
801-850	1	0.8	1.2	86.7
901-950	1	0.8	1.2	88.0
951-1000	2	1.6	2.4	90.4
1151-1200	3	2.4	3.6	94.0
1451-1500	1	0.8	1.2	95.2
1501-1600	1	0.8	1.2	96.4

TABLE 2 (cont'd)

NUMBER OF STUDENTS	NUMBER OF SCHOOLS (ABSOLUTE FREQUENCY)	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
1901-2000	2	1.6	2.4	98.9
2001-9000	1	0.8	1.2	100.0
NO RESPONSE	41	33.1	MISSING	100.0
	124	100.0	100.0	100.0

MEAN = 406.566
MEDIAN = 208.036

MODE = 200
SD = 542.981

TABLE 3

DISCIPLINES PARTICIPATING

Frequency with which academic disciplines are involved in Mexican American Studies programs

(N= 124 schools)

DISCIPLINES PARTICIPATING	NUMBER OF SCHOOLS	% OF FREQUENCY OF INVOLVEMENT
HISTORY	111	89.52%
SOCIOLOGY	99	79.84%
ENGLISH	82	66.13%
POLITICAL SCIENCE	81	65.32%
ANTHROPOLOGY	73	58.87%
FOREIGN LANGUAGES	70	56.45%
EDUCATION	66	53.23%
ART	59	47.58%
MUSIC	56	45.16%
PSYCHOLOGY	56	45.16%
LINGUISTICS	45	36.29%
ECONOMICS	39	31.45%
THEATER (DRAMA)	38	30.65%
FOLKLORE	36	29.03%
PHILOSOPHY	35	28.23%
AMERICAN STUDIES	35	28.23%
URBAN STUDIES	34	27.42%
RELIGION	31	25.00%
DANCE	28	22.58%
GEOGRAPHY	27	21.77%

TABLE 3 (cont'd)

DISCIPLINES PARTICIPATING	NUMBER OF SCHOOLS	% OF FREQUENCY OF INVOLVEMENT
SOCIAL PSYCHOLOGY	24	19.35%
ETHNOLOGY	21	16.94%
SOCIAL WORK	17	13.71%
PHYSICAL EDUCATION	7	5.65%
HOME ECONOMICS	6	4.84%

TABLE 4

COMMUNITY INVOLVEMENT

Number of schools with community involvement

in their Mexican American Studies programs by type

(N= 124)

TYPE OF COMMUNITY INVOLVEMENT	NUMBER OF SCHOOLS	% OF SCHOOLS
COMMUNITY INVOLVEMENT	112	90.32%
USE OF COMMUNITY RESOURCES	91	73.39%
INTERACTION WITH COMMUNITY ORGANIZATIONS	87	70.16%
USE OF HUMAN RESOURCES	84	67.74%
STUDY OF THE COMMUNITY	63	50.81%
COMMUNITY INVOLVEMENT IN CURRICULUM PLANNING	36	29.03%
COMMUNITY BASED INSTRUCTIONAL PROGRAM	23	18.55%

TABLE 5

Geographic Distribution of

Mexican Americans Studies Programs

(N= 124)

STATES	NUMBER OF SCHOOLS	PERCENTAGE
CALIFORNIA	57	45.97%
TEXAS	10	8.06%
WASHINGTON	10	8.06%
COLORADO	8	6.45%
ILLINOIS	5	4.03%
NEW MEXICO	5	4.03%
WISCONSIN	5	4.03%
INDIANA	2	1.61%
KANSAS	2	1.61%
MICHIGAN	2	1.61%
NEVADA	2	1.61%
NEW YORK	2	1.61%
OREGON	2	1.61%
PENNSYLVANIA	2	1.61%
ARIZONA	1	0.81%
CONNECTICUT	1	0.81%
IOWA	1	0.81%
MINNESOTA	1	0.81%
MISSISSIPPI	1	0.81%
MISSOURI	1	0.81%
NEBRASKA	1	0.81%
NORTH CAROLINA	1	0.81%

TABLE 5 (cont'd)

STATES	NUMBER OF SCHOOLS	PERCENTAGE
OHIO	1	0.81%
UTAH	1	0.81%

CHAPTER 5

Native American Studies

One hundred and forty-four schools report Native American Studies programs. Their average length of operation is 5.5 years. Over 34,405 students are enrolled in the 1115 courses on Native Americans, the 699 general or theoretical courses (provided by 102 schools, 70.8%) and 368 methods and/or materials courses (77 schools, 53.5%) associated with the programs. As well, 51 schools (35.4%) offer practica and 34 (23.6%) internships in Native American Studies. The average program serves 335 students.

Twenty-nine schools have undergraduate majors while 47 offer minors. There are 2 graduate majors and 6 graduate minors. Degree programs which have a Native American Studies focus include 10 associate's degrees, 25 bachelor's degrees, 5 master's degrees, and 1 doctoral degree.

The disciplines most actively involved in Native American Studies are history (124 schools, 86.1%), sociology (113 schools, 78.5%), anthropology (100 schools, 69.4%), English (95 schools, 66%), political science (80 schools, 55.6%), and education (79 schools, 54.9%).

One hundred and twenty schools (83.3%) report involvement with Native American communities. Ninety-five schools (66%) utilize community resources; 92 (63.9%) use the human resources of the communities; 88 (61.1%) interact with community organizations; 55 (38.2%) study the communities; 42 (29.2%) have community involvement in curriculum planning; and 31 (21.5%) offer community based instructional programs. Sixty of the schools (41.7%) have produced materials for Native American Studies.

Thirty-four of California schools (23.6%) have Native American Studies programs while Washington has 12 (8.3%). Wisconsin (9 schools, 6.3%), Colorado and Minnesota (7 schools each, 4.9%) follow.

TABLE 1

LENGTH OF PROGRAM

Number of years Native American Studies programs have been in operation

(N= 144 schools)

NUMBER OF YEARS	NUMBER OF SCHOOLS (ABSOLUTE FREQUENCY)	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
LESS THAN ONE	2	1.4	1.9	1.9
1	6	4.2	5.6	7.4
2	10	6.9	9.3	16.7
3	5	3.5	4.6	21.3
4	14	9.7	13.0	34.3
5	15	10.4	13.9	48.1
6	17	11.8	15.7	63.9
7	14	9.7	13.0	76.9
8	12	8.3	11.1	88.0
9	7	4.9	6.5	94.4
10	4	2.8	3.7	98.1
11	2	1.4	1.9	100.0
NO RESPONSE	36	25.0	MISSING	100.0
TOTAL	144	100.0	100.0	100.0

MEAN = 5.491
MEDIAN = 5.618

MODE = 6.000
SD = 2.574

TABLE 2

STUDENTS PARTICIPATING

Number of students participating in Native American Studies programs per year

(N= 144 schools)

NUMBER OF STUDENTS	NUMBER OF SCHOOLS (ABSOLUTE FREQUENCY)	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
1-50	24	16.7	25.5	25.5
51-100	11	7.6	11.7	37.2
101-150	8	5.6	8.5	45.7
151-200	12	8.3	12.8	58.5
201-250	6	4.2	6.4	64.9
251-300	7	4.9	7.4	72.3
301-350	3	2.1	3.2	75.5
351-400	5	3.5	5.3	80.9
401-450	2	1.4	2.1	83.0
451-500	3	2.1	3.2	86.2
551-600	2	1.4	2.1	88.3
751-800	1	0.7	1.1	89.4
801-850	1	0.7	1.1	90.4
951-1000	2	1.4	2.1	92.6
1051-1100	1	0.7	1.1	93.6
1151-1200	1	0.7	1.1	94.7
1451-1500	1	0.7	1.1	95.7
1501-1600	1	0.7	1.1	96.8
1901-2000	2	1.4	2.1	98.9
2001-9000	1	0.7	1.1	100.0
NO RESPONSE	50	34.7	MISSING	100.0
	144	100.0	100.0	100.0

MEAN = 335.468 MEDIAN = 183.611 MODE = 200 SD = 505.407

TABLE 3

DISCIPLINES PARTICIPATING

Frequency with which academic disciplines are involved in Native American Studies programs

(N= 144 schools)

DISCIPLINES PARTICIPATING	NUMBER OF SCHOOLS	% OF FREQUENCY OF INVOLVEMENT
HISTORY	124	86.11%
SOCIOLOGY	113	78.47%
ANTHROPOLOGY	100	69.44%
ENGLISH	95	65.97%
POLITICAL SCIENCE	80	55.56%
EDUCATION	79	54.86%
ART	69	47.92%
MUSIC	65	45.14%
FOREIGN LANGUAGES	60	41.67%
PSYCHOLOGY	52	36.11%
LINGUISTICS	45	31.25%
PHILOSOPHY	44	30.56%
RELIGION	44	30.56%
FOLKLORE	40	27.78%
AMERICAN STUDIES	39	27.08%
ECONOMICS	39	27.08%
ETHNOLOGY	32	22.22%
GEOGRAPHY	32	22.22%
URBAN STUDIES	30	20.83%
THEATER (DRAMA)	29	20.14%

TABLE 3 (cont'd)

DISCIPLINES PARTICIPATING	NUMBER OF SCHOOLS	% OF FREQUENCY OF INVOLVEMENT
SOCIAL WORK	25	18.06%
DANCE	25	17.36%
SOCIAL PSYCHOLOGY	22	15.28%
PHYSICAL EDUCATION	10	6.94%
HOME ECONOMICS	8	5.56%

TABLE 4

COMMUNITY INVOLVEMENT

Number of schools with community involvement

in their Native American Studies programs by type

(N= 144)

TYPE OF COMMUNITY INVOLVEMENT	NUMBER OF SCHOOLS	% OF SCHOOLS
COMMUNITY INVOLVEMENT	120	83.33%
USE OF COMMUNITY RESOURCES	95	65.97%
USE OF HUMAN RESOURCES	92	63.89%
INTERACTION WITH COMMUNITY ORGANIZATIONS	88	61.11%
STUDY OF THE COMMUNITY	55	38.19%
COMMUNITY INVOLVEMENT IN CURRICULUM PLANNING	42	29.17%
COMMUNITY BASED INSTRUCTIONAL PROGRAM	31	21.53%

TABLE 5

Geographic Distribution of

Native Americans Studies Programs

(N= 144)

STATES	NUMBER OF SCHOOLS	PERCENTAGE
CALIFORNIA	34	23.61%
WASHINGTON	12	8.33%
WISCONSIN	9	6.25%
COLORADO	7	4.86%
MINNESOTA	7	4.86%
ILLINOIS	5	3.47%
NEW MEXICO	5	3.47%
PENNSYLVANIA	5	3.47%
SOUTH DAKOTA	5	3.47%
IOWA	4	2.78%
MONTANA	4	2.78%
NEW YORK	4	2.78%
OKLAHOMA	4	2.78%
ALASKA	3	2.08%
NORTH CAROLINA	3	2.08%
NORTH DAKOTA	3	2.08%
TEXAS	3	2.08%
ARIZONA	2	1.39%
INDIANA	2	1.39%
KANSAS	2	1.39%
MICHIGAN	2	1.39%
MISSOURI	2	1.39%

TABLE 5 (cont'd)

STATES	NUMBER OF SCHOOLS	PERCENTAGE
NEVADA	2	1.39%
OHIO	2	1.39%
OREGON	2	1.39%
VIRGINIA	2	1.39%
CONNECTICUT	1	0.69%
IDAHO	1	0.69%
MARYLAND	1	0.69%
MASSACHUSETTS	1	0.69%
MISSISSIPPI	1	0.69%
NEBRASKA	1	0.69%
NEW HAMPSHIRE	1	0.69%
NEW JERSEY	1	0.69%
UTAH	1	0.69%

CHAPTER 6

European American Studies

Seventy-two schools have ethnic studies programs focusing on European American groups. Seven hundred and eighty seven courses focusing on 29 groups are available. Forty-nine of the schools (68.1%) offer a total of 295 general or theoretical courses and 26 (36.1%) provide 165 methods and/or materials courses as well. Practica are a part of programs at 24 schools (33.3%) and internships at 20 (27.8%).

The programs which serve a total of over 13,165 students (54 schools responding) have a mean of 244 students per program and have been in operation for a 7.3 year average. They are located in 30 states with Pennsylvania (13 schools, 16.7%), California (8 schools, 11.1%), New York (7 schools, 9.7%), Wisconsin (5 schools, 6.9%), and Ohio (4 schools, 5.6%) having the largest number.

Undergraduate majors are provided by 16 schools and minors by 13. There are 4 schools with graduate majors and 1 with a minor. Degree offerings include 4 schools with associate's degrees, 13 with bachelor's degrees, 6 with master's degrees and 1 with a doctoral degree.

Academic disciplines involved in European American Studies programs include history (66 schools, 91.7%), sociology (54 schools, 75%), foreign languages (53 schools, 73.6%), political science (44 schools, 61.1%), anthropology (41 schools, 56.9%), and English (39 schools, 54.2%) among others.

Sixty of the schools (83.3%) report community involvement in their programs. Types of involvement include: use of human resources (46 schools, 63.9%), use of community resources (44 schools, 61.1%), interaction with community organizations (44 schools, 61.1%), study of the community (30 schools, 41.7%), community

involvement in curriculum planning (16 schools, 22.2%), and a community based instructional program (13 schools, 18.1%). Thirty one of the schools (43.1%) have produced materials locally for use in their European American Studies programs.

TABLE 1

LENGTH OF PROGRAM

Number of years European American Studies programs have been in operation

(N= 72 schools)

NUMBER OF YEARS	NUMBER OF SCHOOLS (ABSOLUTE FREQUENCY)	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
LESS THAN ONE	1	1.4	1.7	1.7
1	3	4.2	5.2	6.9
2	5	6.9	8.6	15.5
3	4	5.6	6.9	22.4
4	8	11.1	13.8	36.2
5	8	11.1	13.8	50.0
6	8	11.1	13.8	63.8
7	9	12.5	15.5	79.3
8	3	4.2	5.2	84.5
9	1	1.4	1.7	86.2
10	3	4.2	5.2	91.4
11	1	1.4	1.7	93.1
12	1	1.4	1.7	94.8
16	1	1.4	1.7	96.6
30	1	1.4	1.7	98.3
82	1	1.4	1.7	100.0
NO RESPONSE	14	19.4	MISSING	100.0
TOTAL	72	100.0	100.0	100.0

MEAN = 7.276
MEDIAN = 5.5

MODE = 7.0
SD = 10.893

TABLE 2

STUDENTS PARTICIPATING

Number of students participating in European American Studies programs per year

(N= 72 schools)

NUMBER OF STUDENTS	NUMBER OF SCHOOLS (ABSOLUTE FREQUENCY)	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
1-50	20	27.8	37.0	37.0
51-100	8	11.1	14.8	51.9
101-150	2	2.8	3.7	55.6
151-200	9	12.5	16.7	72.2
201-250	3	4.2	5.6	77.8
251-300	2	2.8	3.7	81.5
301-350	1	1.4	1.9	83.3
351-400	3	4.2	5.6	88.9
751-800	1	1.4	1.9	90.7
801-850	1	1.4	1.9	92.6
951-1000	1	1.4	1.9	94.4
1151-1200	1	1.4	1.9	96.3
1351-1400	1	1.4	1.9	98.1
1901-2000	1	1.4	1.9	100.0
NO RESPONSE	18	25.0	MISSING	100.0
	72	100.0	100.0	100.0

MEAN = 243.796
MEDIAN = 103.333

MODE = 200
SD = 386.341

TABLE 3

DISCIPLINES PARTICIPATING

Frequency with which academic disciplines are involved in European American Studies programs

(N= 72 schools)

DISCIPLINES PARTICIPATING	NUMBER OF SCHOOLS	% OF FREQUENCY OF INVOLVEMENT
HISTORY	66	91.67%
SOCIOLOGY	54	75.00%
FOREIGN LANGUAGES	53	73.61%
POLITICAL SCIENCE	44	61.11%
ANTHROPOLOGY	41	56.94%
ENGLISH	39	54.17%
MUSIC	32	44.44%
EDUCATION	31	43.06%
ART	30	41.67%
ECONOMICS	28	38.89%
LINGUISTICS	25	34.72%
GEOGRAPHY	24	33.33%
PHILOSOPHY	23	31.94%
PSYCHOLOGY	22	30.56%
URBAN STUDIES	22	30.56%
RELIGION	21	29.17%
AMERICAN STUDIES	19	26.39%
FOLKLORE	18	25.00%
THEATER (DRAMA)	17	23.61%
SOCIAL WORK	14	19.44%

TABLE 3 (cont'd)

DISCIPLINES PARTICIPATING	NUMBER OF SCHOOLS	% OF FREQUENCY OF INVOLVEMENT
ETHNOLOGY	12	16.67%
DANCE	9	12.50%
SOCIAL PSYCHOLOGY	7	9.72%
HOME ECONOMICS	4	5.56%
PHYSICAL EDUCATION	3	4.17%

TABLE 4

COMMUNITY INVOLVEMENT

Number of schools with community involvement

in their European American Studies program by type

(N= 72)

TYPE OF COMMUNITY INVOLVEMENT	NUMBER OF SCHOOLS	% OF SCHOOLS
COMMUNITY INVOLVEMENT	60	83.33%
USE OF HUMAN RESOURCES	46	63.89%
USE OF COMMUNITY RESOURCES	44	61.11%
INTERACTION WITH COMMUNITY ORGANIZATIONS	44	61.11%
STUDY OF THE COMMUNITY	30	41.67%
COMMUNITY INVOLVEMENT IN CURRICULUM PLANNING	16	22.22%
COMMUNITY BASED INSTRUCTIONAL PROGRAM	13	18.06%

TABLE 5

Geographic Distribution of

European Americans Studies Programs

(N= 72)

STATES	NUMBER OF SCHOOLS	PERCENTAGE
PENNSYLVANIA	13	16.67%
CALIFORNIA	8	11.11%
NEW YORK	7	9.72%
WISCONSIN	5	6.94%
OHIO	4	5.55%
ILLINOIS	3	4.17%
IOWA	3	4.17%
MICHIGAN	3	4.17%
MINNESOTA	2	2.78%
NEW JERSEY	2	2.78%
NORTH CAROLINA	2	2.78%
OKLAHOMA	2	2.78%
ALABAMA	1	1.39%
COLORADO	1	1.39%
CONNECTICUT	1	1.39%
FLORIDA	1	1.39%
HAWAII	1	1.39%
IDAHO	1	1.39%
INDIANA	1	1.39%
KANSAS	1	1.39%
MARYLAND	1	1.39%
MASSACHUSETTS	1	1.39%

TABLE 5 (cont'd)

STATES	NUMBER OF SCHOOLS	PERCENTAGE
MISSOURI	1	1.39%
NEW MEXICO	1	1.39%
NORTH DAKOTA	1	1.39%
OREGON	1	1.39%
TEXAS	1	1.39%
VERMONT	1	1.39%
VIRGINIA	1	1.39%
WEST VIRGINIA	1	1.39%

CHAPTER 7

Asian American Studies

Seventy-one of the responding schools reported Asian American Studies programs. They offer a total of 567 courses on Asian Americans including 205 multiethnic courses, 133 on Chinese Americans, 106 on Japanese Americans, 64 on Filipino Americans, 46 on Asian Indians, 12 on Korean Americans, and 1 on Vietnamese Americans. Fifty-two of the schools (73.2%) have general or theoretical courses associated with their programs as well (335 courses). Thirty-nine schools (54.9%) provide a total of 135 methods and/or materials courses, while 24 (33.8%) have practica and 17 (23.9%) internships.

The schools are located in 20 states. California (33 schools, 46.5%) and Washington (9 schools, 12.7%) have the largest numbers. They have been in operation for an average of 6.5 years, serving a total of more than 27,864 students.

History (60 schools, 84.2%), sociology (57 schools, 80.3%), English (46 schools, 64.8%), political science (43 schools, 60.6%), and anthropology (43 schools, 60.6%), are the academic disciplines most frequently participating in these programs.

Community involvement is a feature at 62 of the schools (87.3%). The type of involvement includes: use of community resources (48 schools, 67.6%), interaction with community organizations (47 schools, 66.2%), use of human resources (46 schools, 64.8%), study of the community (37 schools, 52.1%), community involvement in curriculum planning (19 schools, 26.8%), and a community based instructional program (12 schools, 16.9%). Thirty-two of the schools (45.1%) have produced materials for use in their Asian American Studies programs.

The schools offer 15 undergraduate majors and 16 minors in Asian American

Studies. Two graduate majors are available. Degree programs with a focus on Asian American Studies include 4 associate's degrees, 15 bachelor's degrees, 5 master's degrees, and 2 doctoral degrees.

TABLE 1

LENGTH OF PROGRAM

Number of years Asian American Studies programs have been in operation

(N= 71 schools)

NUMBER OF YEARS	NUMBER OF SCHOOLS (ABSOLUTE FREQUENCY)	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
1	1	1.4	1.8	1.8
2	4	5.6	7.1	8.9
3	4	5.6	7.1	16.1
4	4	5.6	7.1	23.2
5	8	11.3	14.3	37.5
6	5	7.0	8.9	46.4
7	8	11.3	14.3	60.7
8	12	16.9	21.4	82.1
9	5	7.0	8.9	91.1
10	2	2.8	3.6	94.6
11	2	2.8	3.6	98.2
16	1	1.4	1.8	100.0
NO RESPONSE	15	21.1	MISSING	100.0
TOTAL	71	100.0	100.0	100.0

MEAN = 6.464
MEDIAN = 6.75

MODE = 8
SD = 2.763

TABLE 2

STUDENTS PARTICIPATING

Number of students participating in Asian American Studies programs per year

(N= 71 schools)

NUMBER OF STUDENTS	NUMBER OF SCHOOLS (ABSOLUTE FREQUENCY)	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
1-50	12	16.9	23.1	23.1
51-100	4	5.6	7.7	30.8
101-150	1	1.4	1.9	32.7
151-200	7	9.9	13.5	46.2
201-250	1	1.4	1.9	48.1
251-300	3	4.2	5.8	53.8
301-350	2	2.8	3.8	57.7
351-400	5	7.0	9.6	67.3
401-450	1	1.4	1.9	69.2
451-500	2	2.8	3.8	73.1
501-550	1	1.4	1.9	75.0
551-600	1	1.4	1.9	76.9
701-750	1	1.4	1.9	78.8
751-800	1	1.4	1.9	80.8
801-850	1	1.4	1.9	82.7
951-1000	2	2.8	3.8	86.5
1151-1200	2	2.8	3.8	90.4
1501-1600	1	1.4	1.9	92.3
1901-2000	2	2.8	3.8	96.2
2001-9000	2	2.8	3.8	100.0
NO RESPONSE	19	26.8	MISSING	100.0
	71	100.0	100.0	100.0

MEAN = 514.692 MEDIAN = 287.5 MODE = 200 SD= 687.994

TABLE 3

DISCIPLINES PARTICIPATING

Frequency with which academic disciplines are involved in Asian American Studies programs

(N= 71 schools)

DISCIPLINES PARTICIPATING	NUMBER OF SCHOOLS	% OF FREQUENCY OF INVOLVEMENT
HISTORY	60	84.15%
SOCIOLOGY	57	80.28%
ENGLISH	46	64.79%
POLITICAL SCIENCE	43	60.56%
ANTHROPOLOGY	43	60.56%
ART	34	47.89%
MUSIC	33	46.48%
PSYCHOLOGY	33	46.48%
FOREIGN LANGUAGES	30	42.25%
EDUCATION	28	39.44%
PHILOSOPHY	25	35.21%
RELIGION	25	35.21%
LINGUISTICS	24	33.80%
AMERICAN STUDIES	22	30.99%
ECONOMICS	22	30.99%
FOLKLORE	20	28.17%
THEATER (DRAMA)	17	23.94%
GEOGRAPHY	15	21.13%
SOCIAL PSYCHOLOGY	15	21.13%
URBAN STUDIES	15	21.13%

TABLE 3 (cont'd)

DISCIPLINES PARTICIPATING	NUMBER OF SCHOOLS	% OF FREQUENCY OF INVOLVEMENT
DANCE	13	18.31%
ETHNOLOGY	9	12.68%
SOCIAL WORK	9	12.68%
PHYSICAL EDUCATION	2	2.82%
HOME ECONOMICS	2	2.82%

TABLE 4

COMMUNITY INVOLVEMENT

Number of schools with community involvement

in their Asian American Studies programs by type

(N= 71)

TYPE OF COMMUNITY INVOLVEMENT	NUMBER OF SCHOOLS	% OF SCHOOLS
COMMUNITY INVOLVEMENT	62	87.32%
USE OF COMMUNITY RESOURCES	48	67.61%
INTERACTION WITH COMMUNITY ORGANIZATIONS	47	66.20%
USE OF HUMAN RESOURCES	46	64.79%
STUDY OF THE COMMUNITY	37	52.11%
COMMUNITY INVOLVEMENT IN CURRICULUM PLANNING	19	26.76%
COMMUNITY BASED INSTRUCTIONAL PROGRAM	12	16.90%

TABLE 5

Geographic Distribution of

Asian Americans Studies Programs

(N= 71)

STATES	NUMBER OF SCHOOLS	PERCENTAGE
CALIFORNIA	33	46.48%
WASHINGTON	9	12.68%
PENNSYLVANIA	4	5.63%
HAWAII	3	4.23%
ILLINOIS	3	4.23%
COLORADO	2	2.82%
KANSAS	2	2.82%
NEW YORK	2	2.82%
WISCONSIN	2	2.82%
ALASKA	1	1.41%
CONNECTICUT	1	1.41%
IOWA	1	1.41%
MINNESOTA	1	1.41%
MISSISSIPPI	1	1.41%
NEVADA	1	1.41%
NORTH CAROLINA	1	1.41%
OHIO	1	1.41%
OKLAHOMA	1	1.41%
OREGON	1	1.41%
WEST VIRGINIA	1	1.41%

CHAPTER 8

Jewish American Studies

Forty-nine schools report programs focusing on the Jewish experience in the United States. They offer 514 courses with this orientation . Thirty-one of the schools (63.3%) also have general or theoretical courses associated with their programs and 16 (32.7%) offer methods and/or materials courses. Fourteen schools provide practica (28.6%) and 13 internships (26.5%) in Jewish American Studies.

Undergraduate majors with this focus are available at 16 schools and minors at 11. There are 7 such graduate majors and 4 minors. Two schools provide associate's degrees, 13 bachelor's degrees, 6 master's degrees, and 4 doctoral degrees.

The programs have been underway for an average of 10.7 years and serve 335 students each. More than 13,079 students in all are enrolled in these studies (39 schools reporting).

Academic disciplines involved in the programs include history (44 schools, 89.8%), sociology (37 schools, 75.7%),foreign languages (36 schools, 73.5%), political science (28 schools, 57.1%), English (27 schools, 55.1%), religion (27 schools, 55.1%), music (25 schools, 51%), philosophy (25 schools, 51%), and others.

Thirty-eight of the schools (77.6%) report community involvement as a feature of their programs. Types of community involvement include : interaction with community organizations (34 schools, 69.4%),use of community resources (32 schools, 65.3%), use of human resources in the community (32 schools, 65.3%), study of the community (22 schools, 44.9%), community involvement in curriculum planning (12 schools, 24.5%), and a community based instructional program (8 schools, 16.3%).

Nineteen of these schools (38.8%) have produced materials locally for use in their programs.

Jewish American Studies are offered by schools in 18 states. The largest numbers are found in New York (8 schools, 16.3%), Pennsylvania (7 schools, 14.29%), California and Ohio (6 schools each, 12.2%).

TABLE 1

LENGTH OF PROGRAM

Number of years Jewish American Studies programs have been in operation

(N= 49 schools)

NUMBER OF YEARS	NUMBER OF SCHOOLS (ABSOLUTE FREQUENCY)	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
1	5	10.2	12.2	12.2
2	5	10.2	12.2	24.4
3	1	2.0	2.4	26.8
4	5	10.2	12.2	39.0
5	3	6.1	7.3	46.3
6	4	8.2	9.8	56.1
7	6	12.2	14.6	70.7
8	1	2.0	2.4	73.2
9	1	2.0	2.4	75.6
10	1	2.0	2.4	78.0
11	2	4.1	4.9	82.9
16	1	2.0	2.4	85.4
20	1	2.0	2.4	87.8
30	2	4.1	4.9	92.7
31	1	2.0	2.4	95.1
60	1	2.0	2.4	97.6
83	1	2.0	2.4	100.0
NO RESPONSE	8	16.3	MISSING	100.0
TOTAL	49	100.0	100.0	100.0

MEAN = 10.683
MEDIAN = 5.875

MODE = 7
SD = 16.079

TABLE 2

STUDENTS PARTICIPATING

Number of students participating in Jewish American Studies programs per year

(N= 49 schools)

NUMBER OF STUDENTS	NUMBER OF SCHOOLS (ABSOLUTE FREQUENCY)	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
1-50	10	20.4	25.6	25.6
51-100	6	12.2	15.4	41.0
101-150	1	2.0	2.6	43.6
151-200	3	6.1	7.7	51.3
201-250	1	2.0	2.6	53.8
251-300	3	6.1	7.7	61.5
301-350	3	6.1	7.7	69.2
351-400	2	4.1	5.1	74.4
451-500	3	6.1	7.7	82.1
551-600	1	2.0	2.6	84.6
651-700	1	2.0	2.6	87.2
751-800	1	2.0	2.6	89.7
801-850	1	2.0	2.6	92.3
1151-1200	1	2.0	2.6	94.9
1451-1500	1	2.0	2.6	97.4
1501-1600	1	2.0	2.6	100.0
NO RESPONSE	10	20.4	MISSING	100.0
	49	100.0	100.0	100.0

MEAN = 335.359
MEDIAN = 205

MODE = 300
SD = 396.074

TABLE 3

DISCIPLINES PARTICIPATING

Frequency with which academic disciplines are involved in Jewish American Studies programs

(N= 49 schools)

DISCIPLINES PARTICIPATING	NUMBER OF SCHOOLS	% OF FREQUENCY OF INVOLVEMENT
HISTORY	44	89.80%
SOCIOLOGY	37	75.71%
FOREIGN LANGUAGES	36	73.47%
POLITICAL SCIENCE	28	57.14%
ENGLISH	27	55.10%
RELIGION	27	55.10%
MUSIC	25	51.02%
PHILOSOPHY	25	51.02%
ANTHROPOLOGY	24	48.98%
ART	22	44.90%
EDUCATION	22	44.90%
GEOGRAPHY	18	36.73%
LINGUISTICS	17	34.69%
ECONOMICS	16	32.65%
AMERICAN STUDIES	16	32.65%
PSYCHOLOGY	15	30.61%
URBAN STUDIES	15	30.61%
FOLKLORE	14	28.57%
ETHNOLOGY	9	18.37%
SOCIAL WORK	8	16.33%

TABLE 3 (cont'd)

DISCIPLINES PARTICIPATING	NUMBER OF SCHOOLS	% OF FREQUENCY OF INVOLVEMENT
DANCE	7	14.29%
SOCIAL PSYCHOLOGY	7	14.29%
THEATER (DRAMA)	7	14.29%
PHYSICAL EDUCATION	4	8.16%
HOME ECONOMICS	2	4.08%

TABLE 4

COMMUNITY INVOLVEMENT

Number of schools with community involvement

in their Jewish American Studies programs by type

(N= 49)

TYPE OF COMMUNITY INVOLVEMENT	NUMBER OF SCHOOLS	% OF SCHOOLS
COMMUNITY INVOLVEMENT	38	77.55%
INTERACTION WITH COMMUNITY ORGANIZATIONS	34	69.39%
USE OF COMMUNITY RESOURCES	32	65.31%
USE OF HUMAN RESOURCES	32	65.31%
STUDY OF THE COMMUNITY	22	44.90%
COMMUNITY INVOLVEMENT IN CURRICULUM PLANNING	12	24.49%
COMMUNITY BASED INSTRUCTIONAL PROGRAM	8	16.33%

TABLE 5

Geographic Distribution of

Jewish Americans Studies Programs

(N= 49)

STATES	NUMBER OF SCHOOLS	PERCENTAGE
NEW YORK	8	16.33%
PENNSYLVANIA	7	14.29%
CALIFORNIA	6	12.24%
OHIO	6	12.24%
ILLINOIS	3	6.12%
NEW JERSEY	3	6.12%
WISCONSIN	3	6.12%
IOWA	2	4.08%
MASSACHUSETTS	2	4.08%
CONNECTICUT	1	2.04%
KANSAS	1	2.04%
KENTUCKY	1	2.04%
MISSISSIPPI	1	2.04%
MISSOURI	1	2.04%
NEW MEXICO	1	2.04%
NORTH CAROLINA	1	2.04%
TEXAS	1	2.04%
WASHINGTON	1	2.04%

CHAPTER 9

Puerto Rican Studies

Puerto Rican Studies are reported by 41 schools representing 16 states. New York has the largest share (14 schools, 34.2%). Three hundred and six courses on the Puerto Rican experience in the United States are offered. Thirty-one schools (75.6%) provide an additional 178 general or theoretical courses in association with their programs, and 20 (48.8%) offer a total of 68 methods and/or materials courses. Eleven (26.8%) have practica and 9 (22%) internships.

Undergraduate majors are found at 13 schools and minors at 11. Graduate majors are provided by 2 schools. Degrees with a Puerto Rican Studies focus include 2 associate's degrees, 11 bachelor's degrees, 3 master's degrees, and 2 doctoral degrees.

These programs, serving a total of over 13, 796 students (34 schools reporting), have been underway for an average of 6.3 years. They have a mean student population of 406 students. Of the academic disciplines participating in the Puerto Rican Studies history (38 schools, 92.7%), sociology (36 schools, 87.8%), political science (29 schools, 70.7%), foreign languages (25 schools, 61%), anthropology, economics and education (24 schools each, 58.5%) appear most frequently.

Thirty-five of the schools (85.4%) report community involvement in their programs including: use of community resources (31 schools, 75.6%), interaction with community organizations (29 schools, 70.8%), use of human resources in the community (27 schools, 65.9%), study of the community (22 schools, 53.7%), community involvement in curriculum planning (11 schools, 26.8%), and a community based instructional program (9 schools, 22%). Nineteen of the schools (46.3%) have produced materials locally for use in their programs.

TABLE 1

LENGTH OF PROGRAM

Number of years Puerto Rican Studies programs have been in operation

(N= 41 schools)

NUMBER OF YEARS	NUMBER OF SCHOOLS (ABSOLUTE FREQUENCY)	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
1	3	7.3	8.1	8.1
2	3	7.3	8.1	16.2
3	2	4.9	5.4	21.6
4	3	7.3	8.1	29.7
5	4	9.8	10.8	40.5
6	7	17.1	18.9	59.5
7	8	19.5	21.6	81.1
8	4	9.8	10.8	91.9
9	1	2.4	2.7	94.6
16	1	2.4	2.7	97.3
30	1	2.4	2.7	100.0
NO RESPONSE	4	9.8	MISSING	100.0
TOTAL	41	100.0	100.0	100.0

MEAN = 6.270
MEDIAN = 6

MODE = 7
SD = 4.897

TABLE 2

STUDENTS PARTICIPATING

Number of students participating in Puerto Rican Studies programs per year

(N= 41 schools)

NUMBER OF STUDENTS	NUMBER OF SCHOOLS (ABSOLUTE FREQUENCY)	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
1-50	8	19.5	23.5	23.5
51-100	4	9.8	11.8	35.3
101-150	1	2.4	2.9	38.2
151-200	7	17.1	20.6	58.8
201-250	2	4.9	5.9	64.7
251-300	2	4.9	5.9	70.6
301-350	1	2.4	2.9	73.5
351-400	1	2.4	2.9	76.5
451-500	1	2.4	2.9	79.4
501-550	1	2.4	2.9	82.4
601-650	1	2.4	2.9	85.3
801-850	1	2.4	2.9	88.2
1351-1400	1	2.4	2.9	91.2
1451-1500	1	2.4	2.9	94.1
1901-2000	1	2.4	2.9	97.1
2001-9000	1	2.4	2.9	100.0
NO RESPONSE	7	17.1	MISSING	100.0
	41	100.0	100.0	100.0

MEAN = 405.765
MEDIAN = 187.143

MODE = 200
SD = 599.624

TABLE 3

DISCIPLINES PARTICIPATING

Frequency with which academic disciplines are involved in Puerto Rican Studies programs

(N= 41 schools)

DISCIPLINES PARTICIPATING	NUMBER OF SCHOOLS	% OF FREQUENCY OF INVOLVEMENT
HISTORY	38	92.68%
SOCIOLOGY	36	87.80%
POLITICAL SCIENCE	29	70.73%
FOREIGN LANGUAGES	25	60.98%
ANTHROPOLOGY	24	58.54%
ECONOMICS	24	58.54%
EDUCATION	24	58.54%
ENGLISH	20	48.78%
MUSIC	19	46.34%
URBAN STUDIES	19	46.34%
ART	18	43.90%
PSYCHOLOGY	18	43.90%
FOLKLORE	15	36.59%
LINGUISTICS	14	34.15%
PHILOSOPHY	14	34.15%
GEOGRAPHY	12	29.27%
RELIGION	12	29.27%
THEATER (DRAMA)	12	29.27%
ETHNOLOGY	10	24.39%
AMERICAN STUDIES	9	21.95%

TABLE 3 (cont'd)

DISCIPLINES PARTICIPATING	NUMBER OF SCHOOLS	% OF FREQUENCY OF INVOLVEMENT
SOCIAL PSYCHOLOGY	9	21.95%
SOCIAL WORK	8	19.51%
DANCE	5	12.20%
HOME ECONOMICS	2	4.88%
PHYSICAL EDUCATION	1	2.44%

TABLE 4

COMMUNITY INVOLVEMENT

Number of schools with community involvement in their Puerto Rican Studies programs by type

(N= 41)

TYPE OF COMMUNITY INVOLVEMENT	NUMBER OF SCHOOLS	% OF SCHOOLS
COMMUNITY INVOLVEMENT	35	85.37%
USE OF COMMUNITY RESOURCES	31	75.61%
INTERACTION WITH COMMUNITY ORGANIZATIONS	29	70.77%
USE OF HUMAN RESOURCES	27	65.85%
STUDY OF THE COMMUNITY	22	53.66%
COMMUNITY INVOLVEMENT IN CURRICULUM PLANNING	11	26.83%
COMMUNITY BASED INSTRUCTIONAL PROGRAM	9	21.95%

TABLE 5

Geographic Distribution of

Puerto Rican Studies Programs

(N= 41)

STATES	NUMBER OF SCHOOLS	PERCENTAGE
NEW YORK	14	34.15%
ILLINOIS	4	9.76%
CALIFORNIA	3	7.32%
PENNSYLVANIA	3	7.32%
CONNECTICUT	2	4.88%
MASSACHUSETTS	2	4.88%
NEW JERSEY	2	4.88%
OHIO	2	4.88%
WISCONSIN	2	4.88%
HAWAII	1	2.44%
INDIANA	1	2.44%
KANSAS	1	2.44%
MICHIGAN	1	2.44%
MISSISSIPPI	1	2.44%
VIRGINIA	1	2.44%
WASHINGTON	1	2.44%

CHAPTER 10

Slavic American Studies

The 32 programs dealing with Slavic Americans are found in 14 states and serve over 4,205 students (21 schools reporting). The average program has 200 students enrolled and has been in operation for 7.5 years. The states with the largest numbers of programs are Pennsylvania (7 schools, 21.9%) and Wisconsin (5 schools, 15.6%).

A total of 312 courses focusing on the experiences of Slavic peoples in the United States are offered. In addition 21 of the schools (65.6%) have 136 general or theoretical courses associated with their Slavic American Studies programs. Ten schools (31.3%) have 34 methods and/or materials courses while 8 (25%) provide practica, and 7 (21.9%) internships. There are 12 schools with undergraduate majors and 9 offering minors in studies focusing on one or more Slavic groups. Two schools reported graduate majors. Schools with programs focusing on Slavic Americans included 1 with an associate's degree, 11 with bachelor's degrees, and 3 with master's degrees. The most widely studied Slavic American groups are Russian Americans (18 schools, 115 courses) and Polish Americans (14 schools, 114 courses).

The academic disciplines most often involved in these programs are history (31 schools, 96.9%), foreign languages (26 schools, 81.3%), sociology (24 schools, 75%), anthropology (22 schools, 68.8%), and political science (21 schools, 65.6%).

Twenty-five of the schools (78.1%) report community involvement in the programs which includes use of human resources in the community (21 schools, 65.6%), use of community resources (20 schools, 62.5%), interaction with community organizations (20 schools, 62.5%), study of the community (14 schools, 43.8%), community involvement in curriculum planning (9 schools, 28.1%), and a community

based instructional program (3 schools, 9.4%). Thirteen of the schools (40.6%) have developed materials for use in their Slavic American Studies programs.

TABLE 1

LENGTH OF PROGRAM

Number of years Slavic American Studies programs have been in operation

(N= 32 schools)

NUMBER OF YEARS	NUMBER OF SCHOOLS (ABSOLUTE FREQUENCY)	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
2	3	9.4	12.5	12.5
3	1	3.1	4.2	16.7
4	3	9.4	12.5	29.2
5	3	9.4	12.5	41.7
6	2	6.3	8.3	50.0
7	5	15.6	20.8	70.8
9	1	3.1	4.2	75.0
10	3	9.4	12.5	87.5
11	1	3.1	4.2	91.7
16	1	3.1	4.2	95.8
30	1	3.1	4.2	100.0
NO RESPONSE	8	25.0	MISSING	100.0
TOTAL	32	100.0	100.0	100.0

MEAN = 7.458
MEDIAN = 6.5

MODE = 7
SD = 5.838

TABLE 2

STUDENTS PARTICIPATING

Number of students participating in Slavic American Studies programs per year

(N= 32 schools)

NUMBER OF STUDENTS	NUMBER OF SCHOOLS (ABSOLUTE FREQUENCY)	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
1-50	9	28.1	42.9	42.9
51-100	3	9.4	14.3	57.1
101-150	1	3.1	4.8	61.9
151-200	2	6.3	9.5	71.4
201-250	1	3.1	4.8	76.2
251-300	2	6.3	9.5	85.7
351-400	1	3.1	4.8	90.5
801-850	1	3.1	4.8	95.2
1151-1200	1	3.1	4.8	100.0
NO RESPONSE	11	34.4	MISSING	100.0
	32	100.0	100.0	100.0

MEAN = 200.238
MEDIAN = 73.75

MODE = 200
SD = 300.944

TABLE 3

DISCIPLINES PARTICIPATING

Frequency with which academic disciplines are involved in Slavic American Studies programs

(N= 32 schools)

DISCIPLINES PARTICIPATING	NUMBER OF SCHOOLS	% OF FREQUENCY OF INVOLVEMENT
HISTORY	31	96.88%
FOREIGN LANGUAGES	26	81.25%
SOCIOLOGY	24	75.00%
ANTHROPOLOGY	22	68.75%
POLITICAL SCIENCE	21	65.63%
ENGLISH	18	56.25%
GEOGRAPHY	18	56.25%
MUSIC	16	50.00%
ECONOMICS	16	50.00%
ART	16	50.00%
EDUCATION	14	43.75%
LINGUISTICS	12	37.50%
RELIGION	12	37.50%
AMERICAN STUDIES	11	34.38%
PHILOSOPHY	11	34.38%
URBAN STUDIES	10	31.25%
PSYCHOLOGY	9	28.13%
THEATER (DRAMA)	9	28.13%
ETHNOLOGY	8	25.00%
FOLKLORE	7	21.88%

TABLE 3 (cont'd)

DISCIPLINES PARTICIPATING	NUMBER OF SCHOOLS	% OF FREQUENCY OF INVOLVEMENT
DANCE	5	15.63%
SOCIAL WORK	4	12.50%
SOCIAL PSYCHOLOGY	3	9.38%
HOME ECONOMICS	2	6.25%
PHYSICAL EDUCATION	2	6.25%

TABLE 4

COMMUNITY INVOLVEMENT

Number of schools with community involvement

in their Slavic American Studies programs by type

(N= 32)

TYPE OF COMMUNITY INVOLVEMENT	NUMBER OF SCHOOLS	% OF SCHOOLS
COMMUNITY INVOLVEMENT	25	78.13%
USE OF HUMAN RESOURCES	21	65.63%
USE OF COMMUNITY RESOURCES	20	62.50%
INTERACTION WITH COMMUNITY ORGANIZATIONS	20	62.50%
STUDY OF THE COMMUNITY	14	43.75%
COMMUNITY INVOLVEMENT IN CURRICULUM PLANNING	9	28.13%
COMMUNITY BASED INSTRUCTIONAL PROGRAM	3	9.38%

TABLE 5

Geographic Distribution of

Slavic Americans Studies Programs

(N= 32)

STATES	NUMBER OF SCHOOLS	PERCENTAGE
PENNSYLVANIA	7	21.88%
WISCONSIN	5	15.63%
OHIO	4	12.50%
ILLINOIS	3	9.38%
NORTH CAROLINA	3	9.38%
NEW JERSEY	2	6.25%
ALABAMA	1	3.13%
CALIFORNIA	1	3.13%
CONNECTICUT	1	3.13%
FLORIDA	1	3.13%
KANSAS	1	3.13%
MASSACHUSETTS	1	3.13%
MICHIGAN	1	3.13%
NEW YORK	1	3.13%

CHAPTER 11

Italian American Studies

Thirteen of our nation's postsecondary institutions have Italian American Studies programs. These schools are located in 9 states. New York has 5 (38.5%) and California, Colorado,Connecticut, Illinois, Ohio, Pennsylvania, Texas and Wisconsin have 1 each (7.7%). The 13 schools offer a total of 69 courses on Italian Americans. Eight of the schools (61.5%) offer a total of 35 general or theoretical courses as well. Four (30.8%) have a total of 11 methods and/or materials courses associated with their programs. Five schools offer practica (38.5%) and 2 (15.4%) internships in Italian American Studies.

The schools report 3 undergraduate majors, 4 minors, and 1 graduate major. Two associate's degrees, 2 bachelor's degrees, 1 master's degree, and one doctoral degree in Italian American Studies are available. The programs have been in operation for an average of 5.3 years and serve a mean population of 341 students each. There are over 3410 students (10 schools reporting) enrolled in all programs. Art and history are the academic disciplines most often involved in Italian American Studies (10 schools each, 76.9%). Other disciplines include sociology (9 schools, 69.2%), foreign languages (8 schools, 61.5%), music (8 schools, 61.5%), anthropology and political science (7 schools each, 53.9%).

Community involvement in the programs is a feature at 10 schools (76.9%). The types of involvement include: use of community resources (9 schools, 69.2%), interaction with community organizations (8 schools, 61.5%), use of human resources in the community (7 schools, 53.9%), study of the community (7 schools, 53.9%), community involvement in curriculum planning (2 schools, 15.4%), and a community based instructional program (2 schools, 15.4%). Seven of the schools (53.8%) have produced materials for use in their Italian American Studies programs.

TABLE 1

LENGTH OF PROGRAM

Number of years Italian American Studies programs have been in operation

(N= 13 schools)

NUMBER OF YEARS	NUMBER OF SCHOOLS (ABSOLUTE FREQUENCY)	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
2	2	15.4	18.2	18.2
3	2	15.4	18.2	36.4
5	1	7.7	9.1	45.5
6	3	23.1	27.3	72.7
7	2	15.4	18.2	90.0
11	1	7.7	9.1	100.0
NO RESPONSE	2	15.4	MISSING	100.0
TOTAL	13	100.0	100.0	100.0

MEAN = 5.273
MEDIAN = 5.667

MODE = 6
SD = 2.687

TABLE 2

STUDENTS PARTICIPATING

Number of students participating in Italian American Studies programs per year

(N= 13 schools)

NUMBER OF STUDENTS	NUMBER OF SCHOOLS (ABSOLUTE FREQUENCY)	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
1-50	3	23.1	30.0	30.0
51-100	2	15.4	20.0	50.0
151-200	1	7.7	10.0	60.0
201-250	1	7.7	10.0	70.0
301-350	1	7.7	10.0	80.0
351-600	1	7.7	10.0	90.0
1901-2000	1	7.7	10.0	100.0
NO RESPONSE	3	23.1	MISSING	100.0
	13	100.0	100.0	100.0

MEAN = 341.0
MEDIAN = 150

MODE = 30
SD = 598.465

TABLE 3

DISCIPLINES PARTICIPATING

Frequency with which academic disciplines are involved in Italian American Studies programs

(N= 13 schools)

DISCIPLINES PARTICIPATING	NUMBER OF SCHOOLS	% OF FREQUENCY OF INVOLVEMENT
ART	10	76.92%
HISTORY	10	76.92%
SOCIOLOGY	9	69.23%
FOREIGN LANGUAGES	8	61.54%
MUSIC	8	61.54%
ANTHROPOLOGY	7	53.85%
POLITICAL SCIENCE	7	53.85%
EDUCATION	6	46.15%
FOLKLORE	5	38.46%
ENGLISH	5	38.46%
PSYCHOLOGY	5	38.46%
URBAN STUDIES	5	38.46%
ECONOMICS	4	30.77%
GEOGRAPHY	4	30.77%
AMERICAN STUDIES	4	30.77%
PHILOSOPHY	3	23.08%
RELIGION	3	23.08%
THEATER (DRAMA)	3	23.08%
ETHNOLOGY	3	23.08%
DANCE	2	15.38%

TABLE 3 (cont'd)

DISCIPLINES PARTICIPATING	NUMBER OF SCHOOLS	% OF FREQUENCY OF INVOLVEMENT
LINGUISTICS	2	15.38%
SOCIAL PSYCHOLOGY	1	7.69%
HOME ECONOMICS	1	7.69%

TABLE 4

COMMUNITY INVOLVEMENT

Number of schools with community involvement

in their Italian American Studies programs by type

(N= 13)

TYPE OF COMMUNITY INVOLVEMENT	NUMBER OF SCHOOLS	% OF SCHOOLS
COMMUNITY INVOLVEMENT	10	76.92%
USE OF COMMUNITY RESOURCES	9	69.23%
INTERACTION WITH COMMUNITY ORGANIZATIONS	8	61.54%
USE OF HUMAN RESOURCES	7	53.85%
STUDY OF THE COMMUNITY	7	53.85%
COMMUNITY INVOLVEMENT IN CURRICULUM PLANNING	2	15.38%
COMMUNITY BASED INSTRUCTIONAL PROGRAM	2	15.38%

TABLE 5

Geographic Distribution of

Italian Americans Studies Programs

(N= 13)

STATES	NUMBER OF SCHOOLS	PERCENTAGE
NEW YORK	5	38.46%
CALIFORNIA	1	7.69%
COLORADO	1	7.69%
CONNECTICUT	1	7.69%
ILLINOIS	1	7.69%
OHIO	1	7.69%
PENNSYLVANIA	1	7.69%
TEXAS	1	7.69%
WISCONSIN	1	7.69%

CHAPTER 12

Irish American Studies

Nine schools report Irish American Studies programs. New York and Pennsylvania have 2 schools with programs (22.2%) while Illinois, Kansas, Massachusetts, Ohio, and Wisconsin have 1 each (11.1%). They provide a total of 16 courses on the Irish American experience, 29 general or theoretical courses (7 schools, 77.8%), and 4 methods and/or materials courses (2 schools, 22.2%). Practica are associated with programs at 4 schools (44.4%) and internships at 2 (22.2%). Two have undergraduate majors. There is 1 with a graduate major. Degree offerings include 2 associate's degrees, 1 bachelor's degree, and 1 master's degree. A total of more than 1446 students are enrolled in the programs (8 schools reporting). The programs have been in operation for an average of 4.6 years and serve a mean student population of 181.

The academic disciplines participating in the programs include history (9 schools, 100%), sociology (8 schools, 88.9%), foreign languages (7 schools, 77.8%), and English, political science and anthropology (6 schools each, 66.7%).

Community involvement is a feature at 7 of the schools (77.8%). Six (66.7%) use community resources, human resources from the community, and interact with community organizations. Five (55.6%) study their communities. Community involvement in curriculum planning is reported by 2 schools (22.2%) and a community based instructional program by one (11.1%). Two of the schools (22.2%) have produced materials for use in their Irish American Studies programs.

TABLE 1

LENGTH OF PROGRAM

Number of years Irish American Studies programs have been in operation

(N= 9 schools)

NUMBER OF YEARS	NUMBER OF SCHOOLS (ABSOLUTE FREQUENCY)	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
1	2	22.2	25.0	25.0
4	2	22.2	25.0	50.0
5	1	11.1	12.5	62.5
6	1	11.1	12.5	75.0
7	1	11.1	12.5	87.5
9	1	11.1	12.5	100.0
NO RESPONSE	1	11.1	MISSING	100.0
TOTAL	9	100.0	100.0	100.0

MEAN = 4.625
MEDIAN = 4.5

MODE = 1
SD = 2.774

TABLE 2

STUDENTS PARTICIPATING

Number of students participating in Irish American Studies programs per year

(N= 9 schools)

NUMBER OF STUDENTS	NUMBER OF SCHOOLS (ABSOLUTE FREQUENCY)	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
1-50	4	44.4	50.0	50.0
101-150	1	11.1	12.5	62.5
151-200	2	22.2	25.0	87.5
801-850	1	11.1	12.5	100.0
NO RESPONSE	1	11.1	MISSING	100.0
	9	100.0	100.0	100.0

MEAN = 180.75
MEDIAN = 85

MODE = 6
SD = 280.26

TABLE 3

DISCIPLINES PARTICIPATING

Frequency with which academic disciplines are involved in Irish American Studies programs

(N= 9 schools)

DISCIPLINES PARTICIPATING	NUMBER OF SCHOOLS	% OF FREQUENCY OF INVOLVEMENT
HISTORY	9	100.00%
SOCIOLOGY	8	88.89%
FOREIGN LANGUAGES	7	77.78%
ENGLISH	6	66.67%
POLITICAL SCIENCE	6	66.67%
ANTHROPOLOGY	6	66.67%
URBAN STUDIES	6	66.67%
RELIGION	5	55.56%
EDUCATION	5	55.56%
AMERICAN STUDIES	4	44.44%
PHILOSOPHY	4	44.44%
ART	3	33.33%
LINGUISTICS	3	33.33%
MUSIC	3	33.33%
GEOGRAPHY	3	33.33%
ECONOMICS	3	33.33%
PSYCHOLOGY	3	33.33%
SOCIAL WORK	3	33.33%
THEATER (DRAMA)	3	33.33%
ETHNOLOGY	2	22.22%

TABLE 3 (cont'd)

DISCIPLINES PARTICIPATING	NUMBER OF SCHOOLS	% OF FREQUENCY OF INVOLVEMENT
FOLKLORE	2	22.22%
PHYSICAL EDUCATION	1	11.11%
DANCE	1	11.11%

TABLE 4

COMMUNITY INVOLVEMENT

Number of schools with community involvement

in their Irish American Studies programs by type

(N= 9)

TYPE OF COMMUNITY INVOLVEMENT	NUMBER OF SCHOOLS	% OF SCHOOLS
COMMUNITY INVOLVEMENT	7	77.78%
USE OF COMMUNITY RESOURCES	6	66.67%
USE OF HUMAN RESOURCES	6	66.67%
INTERACTION WITH COMMUNITY ORGANIZATIONS	6	66.67%
STUDY OF THE COMMUNITY	5	55.56%
COMMUNITY INVOLVEMENT IN CURRICULUM PLANNING	2	22.22%
COMMUNITY BASED INSTRUCTIONAL PROGRAM	1	11.11%

TABLE 5

Geographic Distribution of

Irish Americans Studies Programs

(N=9)

STATES	NUMBER OF SCHOOLS	PERCENTAGE
NEW YORK	2	22.22%
PENNSYLVANIA	2	22.22%
ILLINOIS	1	11.11%
KANSAS	1	11.11%
MASSACHUSETTS	1	11.11%
OHIO	1	11.11%
WISCONSIN	1	11.11%

CHAPTER 13

Greek American Studies

Seven schools, 2 in Pennsylvania (28.6%) and 1 each (14.3%) in Colorado, Illinois, Iowa, New Jersey, and North Carolina, report Greek American Studies programs. These programs enroll in excess of 675 students (4 schools responding), a mean of 169 students each, and have been, on the average, in operation for 4.4 years. They provide a total of 16 courses on the Greek American experience, 8 general or theoretical courses, 10 methods and/or materials courses, 2 practica, and 2 internships. Two undergraduate minors in Greek American Studies are available. They are associated with 2 associate's degrees and 1 bachelor degree program.

Academic disciplines involved in these programs include history (7 schools, 100%), English (6 schools, 85.7%), anthropology, religion and sociology (5 schools each,71.4%), and art, foreign languages, geography and American Studies (4 schools each, 57.1%).

All 7 schools report community involvement of some type in their programs including use of community resources (6 schools, 85.7%), use of human resources in the community (5 schools, 71.4%), interaction with community organizations (5 schools, 71.4%), study of the community (3 schools, 42.9%), community based instructional programs (2 schools, 28.6%), and community involvement in curriculum planning (1 school , 14.3%). Four of the schools (57.1%) have produced materials for use in their Greek American Studies programs.

TABLE 1

LENGTH OF PROGRAM

Number of years Greek American Studies programs have been in operation

(N= 7 schools)

NUMBER OF YEARS	NUMBER OF SCHOOLS (ABSOLUTE FREQUENCY)	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
2	1	14.3	20.0	20.0
3	1	14.3	20.0	40.0
4	1	14.3	20.0	60.0
6	1	14.3	20.0	80.0
7	1	14.3	20.0	100.0
NO RESPONSE	2	28.6	MISSING	100.0
TOTAL	7	100.0	100.0	100.0

MEAN = 4.4
MEDIAN = 4.25

MODE = 6
SD = 2.074

TABLE 2

STUDENTS PARTICIPATING

Number of students participating in Greek American Studies programs per year

(N= 7 schools)

NUMBER OF STUDENTS	NUMBER OF SCHOOLS (ABSOLUTE FREQUENCY)	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
1-50	2	28.6	50.0	50.0
151-200	1	14.3	25.0	75.0
351-400	1	14.3	25.0	100.0
NO RESPONSE	3	42.9	MISSING	100.0
	7	100.0	100.0	100.0

MEAN = 168.75
MEDIAN = 122.5

MODE = 30
SD = 172.258

TABLE 3

DISCIPLINES PARTICIPATING

Frequency with which academic disciplines are involved in Greek American Studies programs

(N= 7 schools)

DISCIPLINES PARTICIPATING	NUMBER OF SCHOOLS	% OF FREQUENCY OF INVOLVEMENT
HISTORY	7	100.00%
ENGLISH	6	85.71%
ANTHROPOLOGY	5	71.43%
RELIGION	5	71.43%
SOCIOLOGY	5	71.43%
ART	4	57.14%
FOREIGN LANGUAGES	4	57.14%
GEOGRAPHY	4	57.14%
AMERICAN STUDIES	4	57.14%
ETHNOLOGY	3	42.86%
FOLKLORE	3	42.86%
LINGUISTICS	3	42.86%
MUSIC	3	42.86%
PHILOSOPHY	3	42.86%
POLITICAL SCIENCE	3	42.86%
PSYCHOLOGY	3	42.86%
URBAN STUDIES	3	42.86%
EDUCATION	2	28.57%
DANCE	2	28.57%
SOCIAL WORK	2	28.57%

TABLE 3 (cont'd)

DISCIPLINES PARTICIPATING	NUMBER OF SCHOOLS	% OF FREQUENCY OF INVOLVEMENT
ECONOMICS	1	14.29%
SOCIAL PSYCHOLOGY	1	14.29%
THEATER (DRAMA)	1	14.29%

TABLE 4

COMMUNITY INVOLVEMENT

Number of schools with community involvement

in their Greek American Studies programs by type

(N= 7)

TYPE OF COMMUNITY INVOLVEMENT	NUMBER OF SCHOOLS	% OF SCHOOLS
COMMUNITY INVOLVEMENT	7	100.00%
USE OF COMMUNITY RESOURCES	6	85.71%
USE OF HUMAN RESOURCES	5	71.43%
INTERACTION WITH COMMUNITY ORGANIZATIONS	5	71.43%
STUDY OF THE COMMUNITY	3	42.86%
COMMUNITY BASED INSTRUCTIONAL PROGRAM	2	28.57%
COMMUNITY INVOLVEMENT IN CURRICULUM PLANNING	1	14.29%

TABLE 5

Geographic Distribution of

Greek Americans Studies Programs

(N= 7)

STATES	NUMBER OF SCHOOLS	PERCENTAGE
PENNSYLVANIA	2	28.57%
COLORADO	1	14.29%
ILLINOIS	1	14.29%
IOWA	1	14.29%
NEW JERSEY	1	14.29%
NORTH CAROLINA	1	14.29%

CHAPTER 14

Arab American Studies

Six schools report Arab American Studies programs. Three are in Pennsylvania while California, Colorado, and Washington have one each. They serve the more than 715 students enrolled in their programs (5 schools reporting) a total of 24 courses on the Arab American experience. These programs, operating on the average for 4.5 years, provide their mean student population of 143 each 24 general or theoretical courses, 25 methods and/or materials courses, 3 practica, and 1 internship. Two schools offer associate's degrees with an Arab American Studies focus. The academic disciplines most frequently participating in the programs are history (6 schools, 100%), anthropology, English, music and sociology (5 schools each, 83.3%), and art (4 schools, 66.7%).

Five schools report community involvement in their programs. They use human (5 schools, 83.3%) and community (4 schools, 66.7%) resources, interact with community organizations (4 schools, 66.7%), and study the community (3 schools, 50%). Three of the schools (50%) have produced materials for use in their programs.

TABLE 1

LENGTH OF PROGRAM

Number of years Arab American Studies programs have been in operation

(N= 6 schools)

NUMBER OF YEARS	NUMBER OF SCHOOLS (ABSOLUTE FREQUENCY)	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
2	1	16.7	16.7	16.7
3	2	33.3	33.3	50.0
5	1	16.7	16.7	66.7
6	1	16.7	16.7	83.3
8	1	16.7	16.7	100.0
NO RESPONSE	0	0.0	MISSING	100.0
TOTAL	6	100.0	100.0	100.0

MEAN = 4.5
MEDIAN = 4.0

MODE = 3.0
SD = 2.258

TABLE 2

STUDENTS PARTICIPATING

Number of students participating in Arab American Studies programs per year

(N= 6 schools)

NUMBER OF STUDENTS	NUMBER OF SCHOOLS (ABSOLUTE FREQUENCY)	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
1-50	3	50.0	60.0	60.0
151-200	1	16.7	20.0	80.0
351-400	1	16.7	20.0	100.0
NO RESPONSE	1	16.7	MISSING	100.0
	6	100.0	100.0	100.0

MEAN = 143
MEDIAN = 83.75
MODE = 35
SD = 159.984

TABLE 3

DISCIPLINES PARTICIPATING

Frequency with which academic disciplines are involved in Arab American Studies programs

(N= 6 schools)

DISCIPLINES PARTICIPATING	NUMBER OF SCHOOLS	% OF FREQUENCY OF INVOLVEMENT
HISTORY	6	100.00%
ANTHROPOLOGY	5	83.33%
ENGLISH	5	83.33%
MUSIC	5	83.33%
SOCIOLOGY	5	83.33%
ART	4	66.67%
EDUCATION	3	50.00%
FOREIGN LANGUAGES	3	50.00%
GEOGRAPHY	3	50.00%
AMERICAN STUDIES	3	50.00%
DANCE	3	50.00%
POLITICAL SCIENCE	3	50.00%
PSYCHOLOGY	3	50.00%
RELIGION	3	50.00%
URBAN STUDIES	3	50.00%
PHILOSOPHY	2	33.33%
LINGUISTICS	2	33.33%
FOLKLORE	2	33.33%
ECONOMICS	1	16.67%
SOCIAL PSYCHOLOGY	1	16.67%

TABLE 3 (cont'd)

DISCIPLINES PARTICIPATING	NUMBER OF SCHOOLS	% OF FREQUENCY OF INVOLVEMENT
THEATER (DRAMA)	1	16.67%
ETHNOLOGY	1	16.67%

TABLE 4

COMMUNITY INVOLVEMENT

Number of schools with community involvement in their Arab American Studies programs by type

(N= 6)

TYPE OF COMMUNITY INVOLVEMENT	NUMBER OF SCHOOLS	% OF SCHOOLS
COMMUNITY INVOLVEMENT	5	83.33%
USE OF HUMAN RESOURCES	5	83.33%
USE OF COMMUNITY RESOURCES	4	66.67%
INTERACTION WITH COMMUNITY ORGANIZATIONS	4	66.67%
STUDY OF THE COMMUNITY	3	50.00%

TABLE 5

Geographic Distribution of

Arab Americans Studies Programs

(N= 6)

STATES	NUMBER OF SCHOOLS	PERCENTAGE
PENNSYLVANIA	3	50.00%
CALIFORNIA	1	16.67%
COLORADO	1	16.67%
WASHINGTON	1	16.67%

CHAPTER 15

CONCLUSIONS

The heaviest emphasis in ethnic studies programs in the United States is upon African American, Hispanic American, Native American, and Asian American groups. Many more programs and courses deal with these groups and by far the largest number of students participate in these programs. There are 7343 courses (83% of the total) focusing on the United States' experiences of these groups. In contrast there are 787 courses (9% of the total) focusing on European American groups. The same pattern holds true in courses and programs which purport to be multiethnic in nature. Functionally then, ethnic studies programs in the institutions of higher education in the United States are, by and large, minority studies programs. The equation of ethnic studies with minority studies in a portion of the ethnic studies literature becomes somewhat understandable in light of this fact. It becomes much more probable that the non-academic public would be likely to have a similar perception, as well.

Most programs focus on a single ethnic group, although there are a large number of courses designed to provide conceptual orientations to ethnicity being offered. There is a wide range of multidisciplinary involvement in these programs. To the extent that ethnic studies professors have no political axes to grind then, it is possible that students of these programs would be exposed to the socio-cultural, political, and economic complexities of our society as well as a multifaceted view of ethnic life in the United States. There is a substantial amount of community involvement in the programs as well. This is the logical extension of curricula which focus on people. Going to the people for involvement in curriculum building is not widely practiced but utilizing the attributes of

This survey indicates that in the last few years certain groups have been successful in gaining a place in curricula at a small number of the country's postsecondary institutions and serve, relatively speaking, a small student population. In light of our nation's history, others, most notably Central, Eastern, and Southern European heritage groups appear to be under-represented.

If the nation's schools are to adequately prepare citizens for responsible participation in a complex culturally pluralistic society and a multicultural world, the general education which college students receive should reflect the realities of that society and world. To my mind that would entail the development of broadly based conceptually oriented, multidisciplinary, comparative, multiethnic curricula which would be part of the education of each college or university student. Further, the standard for professorship in all programs, multiethnic or focused on a single group, should be scholarly merit.

There are over two-thousand postsecondary institutions in the United States with no ethnic studies programs. To the extent that these schools do not provide their students with a pluralistic view of life within the United States and beyond in their general education curricula, and to the extent they maintain an ontological commitment to an Anglo-Teutonic perception of the world, they are agents for the perpetuation of cultural deprivation.

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NOTES

[1] For a complete description of each program responding to the survey, including lists of locally produced materials available, see Washburn, David E. (1979), Ethnic Studies, Bilingual/Bicultural Education and Multicultural Teacher Education in the United States: A Directory of Higher Education Programs and Personnel. Miami/Houston/London, Inquiry International. This book is available through the Multicultural Education Center, Bloomsburg State College.